



# Master of Science in Athletic Training

## STUDENT HANDBOOK 2025-2026



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## SECTION 1 – PROGRAM OVERVIEW

### ATHLETIC TRAINERS

Athletic Trainers (ATs) are health care professionals who render service or treatment, under the direction of or in collaboration with a physician, in accordance with their education and training and the states' statutes, rules and regulations. As a part of the health care team, services provided by ATs include injury and illness prevention, wellness promotion and education, emergent care, examination and clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions. Athletic training is recognized by the American Medical Association (AMA) as a health care profession

### MISSION STATEMENT

The mission of the Master of Science in Athletic Training (MSAT) program at Colorado Mesa University is to produce high-quality board-certified athletic trainers. The program's curriculum and hands-on clinical experiences emphasize a personalized approach to foster critical-thinking, patient-centered care, and evidence-based practice that enables graduates to excel in diverse healthcare employment settings and make positive impacts within our community.

### CORE PRINCIPLES

The MSAT program is guided by our core principles and demonstrated by our commitment to excellence for our faculty, preceptors, students, and alumni. These core principles that guide our daily interactions are KIND. Our KIND core principles assist in connecting our mission statement with program goals, program learning outcomes, and most important our daily interactions with our students. Our KIND core principles are:

#### KIND

1. **Knowledge** - We value a culture of inquiry, assessment, research, and scholarship to promote quality healthcare and to maximize patient outcomes
2. **Inclusive** - We embrace our diverse backgrounds and commit to working together to ensure the best experience for our students
3. **Nurture** - We provide a student-centered approach to support our students to maximize their potential in becoming thoughtful, compassionate, and professional healthcare providers
4. **Dedication** - We are committed to providing high-quality learning experiences and the tools to enable students to meet future challenges

**PROGRAM GOALS & OUTCOMES**

<b>MSAT Goal</b>	<b>MSAT Outcome</b>
<b>1 – Demonstrate competence during clinical education experiences</b>	
	<u>Outcome #1</u> : MSAT students earn a minimum of 80% on all scenario-based practical exams and OSCEs
	<u>Outcome #2</u> : MSAT students satisfactorily complete the required Clinical Education Modules in each clinical educational experience course
	<u>Outcome #3</u> : MSAT students score a 2.0 or higher on the AT Milestone: Orthopedics (Ortho-2) prior to their immersive clinical experience
	<u>Outcome #4</u> : MSAT students score 2.5 or higher on the AT Milestone: Patient Care and Procedural Skills (PC-3) prior to their immersive clinical experience
	<u>Outcome #5</u> : MSAT students score 2.5 or higher on the AT Milestone: Professionalism (PROF-3) prior to their immersive clinical experience
<b>2 - Evaluate evidence to improve patient outcomes</b>	
	<u>Outcome #6</u> : MSAT students present a PICO Poster Presentation at the University Student Showcase at the end of their 1st year
	<u>Outcome #7</u> : MSAT students complete a Critically Appraised Topic (CAT) as part of their Capstone Research Project
<b>3 - Develop a patient-centered approach to health care</b>	
	<u>Outcome #8</u> : MSAT students collect Patient-Rated Outcome Measures each semester as part of their clinical education experiences
	<u>Outcome #9</u> : MSAT students earn an average score of 4 or higher on the ‘Preceptor Evaluation of Student’
<b>4 – Develop effective communication skills</b>	
	<u>Outcome #10</u> : MSAT students participate in Interprofessional Education (IPE) experiences in their first year
	<u>Outcome #11</u> : MSAT students score 2 or higher on the AT Milestone: Interpersonal and Communication Skills (ICS-1) prior to their immersive clinical experience
	<u>Outcome #12</u> : MSAT students score 3 or higher on the AT Milestone: Behavioral Health (BH-1) prior to graduation

**CAATE Student Achievement Measures**

<b>Student Achievement Measure</b>	<b>MSAT Benchmark over 3-year aggregate</b>
Program Graduation Rate	95% of graduates will complete the MSAT program within the prescribed outlined 2 academic years (Summer, Fall, Spring; Summer, Fall, Spring)
Graduate Placement Rate	90% of graduates will be employed as an athletic trainer within 6-months of graduation
BOC Pass Rate	90% of graduates will pass the BOC certification exam on their first attempt

**CAATE Measures of Program Effectiveness**

<b>Area</b>	<b>MSAT Outcome</b>
Student Learning	<u>Outcome #1</u> : MSAT students earn a minimum of 80% on all scenario-based practical exams and OSCEs
	<u>Outcome #2</u> : MSAT students satisfactorily complete the required Clinical Education Modules in each clinical educational experience course
	<u>Outcome #3</u> : MSAT students score a 2.0 or higher on the AT Milestone: Orthopedics (Ortho-2) prior to their immersive clinical experience
	<u>Outcome #7</u> : MSAT students complete a Critically Appraised Topic (CAT) as part of their Capstone Research Project
Quality of Instruction	Didactic course instructors score a minimum of a 4 (out of 5) on their 'total average' and a 4 (out of 5) on the 'median of medians' for their instructor evaluations by students
	Didactic course instructors score an average of a 4 (out of 5) on a peer teaching evaluation

Quality of Clinical Education	MSAT students rate their Clinical Sites with an average score of 4 (out of 5) or higher on the “Student Evaluation of Clinical Site”
	MSAT students rate their preceptors with an average score of 4 (out of 5) or higher on the ‘Student Evaluation of Preceptor’
	<u>Outcome #2</u> : MSAT students satisfactorily complete the required Clinical Education Modules in each clinical educational experience course
	<u>Outcome #8</u> : MSAT students collect Patient-Rated Outcome Measures each semester as part of their clinical education experiences
Student Readiness for Independent Practice	<u>Outcome #2</u> : MSAT students satisfactorily complete the required Clinical Education Modules in each clinical educational experience course
	<u>Outcome #3</u> : MSAT students score a 2.0 or higher on the AT Milestone: Orthopedics (Ortho-2) prior to their immersive clinical experience
	<u>Outcome #4</u> : MSAT students score 2.5 or higher on the AT Milestone: Patient Care and Procedural Skills (PC-3) prior to their immersive clinical experience
	<u>Outcome #11</u> : MSAT students score 2 or higher on the AT Milestone: Interpersonal and Communication Skills (ICS-1) prior to their immersive clinical experience

## INSTITUTIONAL LEARNING OUTCOMES

The CMU Master's Degree graduate will be able to:

CMU Institutional Student Learning Outcomes (ISLO)	ISLO Met by MSAT Program Outcome
1. Contribute to scholarly advancement in the chosen field by completing projects individually and collaboratively (Specialized Knowledge/Applied Learning);	<u>Outcome #6</u> : MSAT students present a PICO Poster Presentation at the University Student Showcase at the end of their 1st year



	<u>Outcome #7:</u> MSAT students complete a Critically Appraised Topic (CAT) as part of their Capstone Research Project
2. Employ discipline-specific logical, mathematical, statistical methods, or other analytical processes to address a topic or issue (Quantitative Fluency);	<u>Outcome #7:</u> MSAT students complete a Critically Appraised Topic (CAT) as part of their Capstone Research Project
	<u>Outcome #8:</u> MSAT students collect Patient-Rated Outcome Measures each semester as part of their clinical education experiences
3. Create oral and written arguments or explanations, well-grounded in discipline specific theories and methods, for specified audiences (Communication Fluency);	<u>Outcome #10:</u> MSAT students participate in Interprofessional Education (IPE) experiences in their first year
	<u>Outcome #11:</u> MSAT students score 2 or higher on the AT Milestone: Interpersonal and Communication Skills (ICS-1) prior to their immersive clinical experience
	<u>Outcome #12:</u> MSAT students score 3 or higher on the AT Milestone: Behavioral Health (BH-1) prior to graduation
4. Formulate and evaluate hypotheses as related to research problems, issues, concepts, and various perspectives (Critical Thinking)	<u>Outcome #1:</u> MSAT students earn a minimum of 80% on all scenario-based practical exams and OSCEs
	<u>Outcome #2:</u> MSAT students satisfactorily complete the required Clinical Education Modules in each clinical educational experience course
	<u>Outcome #3:</u> MSAT students score a 2.0 or higher on the AT Milestone: Orthopedics (Ortho-2) prior to their immersive clinical experience
5. Synthesize, evaluate, or refine the information base of various scholarly sources (Information Literacy); and	<u>Outcome #6:</u> MSAT students present a PICO Poster Presentation at the University Student Showcase at the end of their 1st year

	<u>Outcome #8:</u> MSAT students collect Patient-Rated Outcome Measures each semester as part of their clinical education experiences
6. Articulate moral, ethical, legal, or professional challenges within the discipline (Ethical Reasoning).	<u>Outcome #5:</u> MSAT students score 2.5 or higher on the AT Milestone: Professionalism (PROF-3) prior to their immersive clinical experience
	<u>Outcome #10:</u> MSAT students participate in Interprofessional Education (IPE) experiences in their first year

### ACCREDITATION STATUS

The MSAT program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The program earned a 5-year initial accreditation in February 2021 and holds the accreditation status of Active-in good standing. The self-study for re-accreditation is due by July 1, 2025 and we anticipate a three-day peer-review site visit during the 2025-2026 academic year. The MSAT Program's outcomes data can be found at <https://caate.net/Program-Information-and-Outcomes/632>

### TERMINOLOGY

Students, faculty and staff are encouraged to use the appropriate terminology to describe one's self, one's experiences, and one's profession. As guided by the National Athletic Trainers' Association (NATA), the terms "trainer", "training room", and "athletic training room" are discouraged. Replace these terms with "athletic trainer" and "athletic training facility" or "athletic training clinic". Additionally, as a student, you are an athletic training student (ATS). Throughout your clinicals you must represent yourself as an ATS and refer to yourself as such. (<https://www.nata.org/about/athletic-training/terminology>)

## PROGRAM FACULTY, SUPPORT STAFF, & ADMINISTRATORS

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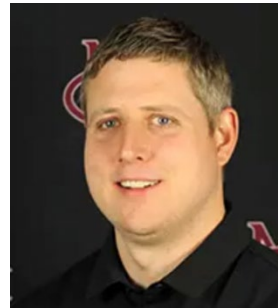
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## SECTION II – PROGRAM REQUIREMENTS

### ADMISSIONS REQUIREMENTS

All prospective students, regardless of the track for admission, must meet the following minimum requirements for admission into the MSAT program:

- Submit ATCAS Application
- Earned bachelor's degree or higher from a regionally accredited institution of higher learning (or 3+2 student from Colorado Mesa University)
- Minimum overall GPA of 3.0 (on 4.0 scale)
- Minimum science GPA of 3.0 (on 4.0 scale)
  - Science GPA includes all courses with subject codes of Biology/Zoology, Chemistry, and Physics
- Complete all required prerequisite courses with a grade of C or higher, prior to matriculation

### Other Information

- The Graduate Record Examination (GRE) is **NOT** required for admission to the MSAT Program.
- To be considered for an interview, all applicants for whom English is a second language must achieve a minimum score of 550 paper-based on the Test of English as a Foreign Language (TOEFL; 213 on the computer-based tests or 79-80 on the internet-based test), within the past two years.
- All students who enter the program must fulfill all program requirements.

### Post-Admission Requirements

Once the student has been accepted into the ATP, they have additional requirements that must be completed prior to starting any of their clinical rotations. The following documentation/ certification must be current, required and on file with the AT PD.

- A \$50 application fee is also due to Colorado Mesa, which can be paid [HERE](#)
- TB test- 2 step
- Immunization records (Students must be current on all immunizations, including HepB)
- Criminal Background Check and Drug Screen (Must be completed the summer prior to your matriculation into the program. Only one is needed for the program, but various clinical sites may require updated Criminal Background Checks and Drug Screens)
- NATA Student Membership (Cost varies by state/address)

- Student Liability Insurance (Recommend HPSO for about \$25/year)
- Meet AT Program's Technical Standards and complete a physical examination with a qualified physician
  1. The mental capacity to assimilate, analyze, synthesize, and integrate athletic training concepts into clinical practice,
  2. Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations,
  3. The ability to communicate effectively and sensitively with patients and colleagues, and
  4. The capacity to maintain composure and continue to function well during periods of high stress

## ADMISSIONS PROCEDURES

### Step 1

- Submit [ATCAS Application](#) by the appropriate application deadline(s), this includes submitting the following to ATCAS:
  - Official transcripts to ATCAS from all colleges and universities attended
  - Personal statement
    - “Describe your professional goals including why you have chosen Athletic Training as a career”
  - Statement of intent (submit in the “Writing Sample” document type)
    - “Describe the aspects of the Colorado Mesa MS in Athletic Training program that appeal to you and how these aspects will help you towards your career goals in athletic training”
  - Resume
  - Answer program-specific questions
  - Must have completed 40 hours of post-secondary shadowing/observation with an Athletic Trainer by the time of application
  - 2 letters of recommendation
    - One (1) letter from a Certified Athletic Trainer
    - One (1) letter from a Professor/Advisor who can speak about the applicant's academic abilities
  - The MSAT Admissions Committee will review each application and invite those qualified to move onto Step 2 of our application process. Applicants will be evaluated on:
    - Verified ATCAS application
    - Overall GPA

- Science GPA
- GPA in the last 60 credits
- Prerequisite GPA
- Letters of recommendation
- Personal statement
- Writing sample

### Step 2

- Applicants selected by the MSAT Admissions committee will be invited to an online (e.g., zoom) interview with the committee
- The MSAT Admissions Committee will then review each applicant's ATCAS application and online interview and decide on admissions decisions

### Step 3

- Applicants will be notified of the MSAT Admissions Committee decision
  - To accept an offer of admission, applicants must notify the Program Director of their decision to accept and pay the required CMU Application Fee of \$50
- The Program Director, Coordinator of Clinical Education, or the Graduate Admissions Coordinator will follow with each student who has accepted the offer of admission and paid the CMU Application Fee to begin working on post-admission documentation that is required by various dates prior to the first clinical education rotation, these include:
  - Vaccination records
  - Criminal Background Check and Drug Screen
  - NATA Student Membership
  - Student Liability Insurance
  - Technical Standards
  - Current BLS CPR certification
    - *The MSAT will provide and pay for an Emergency Cardiac Care Workshop (Adult/Pediatric CPR, AED, Barrier devices) that must be attended by each MSAT student as part of the program prior to the student's first clinical education rotation*

### **APPLICATION DEADLINES**

- **Priority Review Deadline- November 1st each year**
  - Applications received by the priority review deadline will be prioritized in determining admission into the CMU Program

- Admissions decisions for priority review deadline applicants will be made around December 1<sup>st</sup> each year
- **Final Review Deadline- January 15th each year**
  - 3+2 students at Colorado Mesa should apply by the Final Review deadline
  - Admissions decisions for final review deadline applicants will be made by February 15th

## **PREREQUISITE COURSE REQUIREMENTS**

1. Human Anatomy\*#
2. Human Physiology\*#
3. General Biology#
4. General Chemistry#
5. Physics#
6. Psychology
7. Exercise Physiology#
8. Nutrition

\* Anatomy & Physiology prerequisites may be met by completing either a two semester (or 3 quarters) combined courses of Anatomy & Physiology, or one course in Human Anatomy and a separate course in Human Physiology.

# Associated lab course preferred but not required

- All prerequisite course work must be earned from a regionally accredited institution and be verifiable through official transcripts, or accepted by a U.S. equivalency reporting agency
- A single course cannot be used to meet multiple prerequisite requirements
- All applicants must have completed the prerequisites courses with a grade of C or higher
- At least five of the eight (5/8) required prerequisites must be completed at time of application submission
  - A plan to complete any uncompleted prerequisite coursework must be documented in the application
- All transcripts for outstanding prerequisite coursework must be received by CMU no later than the start of the MSAT program in the summer (this date varies but was June 23<sup>rd</sup> for 2025)



### **3+2 APPLICANTS**

In addition to the admission minimum requirements and procedures above, 3+2 applicants must meet the following criteria:

- 3.50 GPA or higher
- Students must have more than 90 earned credit hours (recommended minimum of 114 credits completed prior to start of MSAT program)
- Students may take up to 6 total credits of graduate credit and apply those credits to both the graduate and undergraduate degree
- Submission of a 3+2 Concurrent Enrollment application form outlining how all remaining bachelor's degree requirements and all MSAT requirements will be met within the two years of the MSAT program.

After admission into the 3+2 MSAT Concurrent Enrollment Program, the student:

- Must follow the two-year recommended course sequence for the MSAT course component
- Must notify the MSAT Program Director immediately if justifiable life circumstances do not allow the student to complete both undergraduate and graduate programs within two years of admission into the program
- Must complete ALL bachelor's degree graduation requirements in the same semester or prior to completing all MSAT graduation requirements
- Must submit the necessary paperwork to graduate with the bachelor's degree to the Department of Kinesiology with a copy to the MSAT Program Director AND must submit the necessary paperwork to graduate with the MSAT to the MSAT Program Director. This requirement must be met before the published deadline in the semester prior to intended graduation.

### **TRANSFER CREDITS**

The MSAT program does not accept transfer credit from another university as part of the graduation requirements for the MSAT degree. Transfer credit is only allowed to meet undergraduate degree requirements as part of the 3+2 program.

### **INTERNATIONAL STUDENTS**

Students who are not United States citizens or permanent residents are considered international students and, as such, should be issued certificates of eligibility from the CMU Admissions Office to enroll in graduate studies at CMU. The Director of International Admissions and Programs assists students in maintaining non-immigrant status and provides support for them in acclimating to the campus environment. International applicants should satisfy all requirements for admission that apply to U.S. citizens as set

forth above. Additionally, in order to establish eligibility to enroll in graduate studies at CMU, international applicants are required to:

1. Provide a Professional Transcript Evaluation (such as ECE, WES or NACES) of courses taken at a college/university outside the United States on which the application for admission is being based.
2. Furnish evidence of proficiency in English. This is accomplished by taking the Test of English as a Foreign Language (TOEFL) or a comparable test (as determined by the CMU Registrar). The test should have been completed in the past two years and the score with the communication subsection score should be sent directly to the CMU Director of Graduate Studies by the testing service.
  - a. The MSAT program requires a minimum score of 550 on the TOEFL (213 on the computer-based tests or 79-80 on the internet-based test)
3. Complete the Certification of Financial Responsibility Form and provide evidence of sufficient financial resources and the exact amount expected from each source of income (this is required for applicants who need a Student Visa).
4. Submit an International Student Health Form to the Director of International Admissions and Programs attesting to the good health and current immunizations of the applicant. The submission should also include proof of major medical insurance coverage.

International students on F-1 or J-1 visas are not eligible to enroll as non-degree seeking students. Students on F-1 visas must register for a full-time course load of at least 6 credit hours per semester.

## ACADEMIC CALENDARS

The MSAT program includes six semesters and begins in mid-June each year. Our required academic orientation will take place on Saturday, June 21, 2025, with the first day of classes held on Monday, June 23, 2025. Typical MSAT Program Calendar includes:

Term	First Year Students	Second Year Students
Summer	<ul style="list-style-type: none"> <li>Classes begin June 23 (6-weeks)</li> <li>1<sup>st</sup> clinical experience begins around August 4 (2-weeks)</li> </ul>	<ul style="list-style-type: none"> <li>Classes begin May 27 (8-weeks)</li> </ul>
Fall	<ul style="list-style-type: none"> <li>Classes begin August 18 (full-semester)</li> <li>1<sup>st</sup> clinical experience continue for 8-weeks until October 11<sup>th</sup></li> </ul>	<ul style="list-style-type: none"> <li>Classes begin August 18 (full-semester)</li> <li>1<sup>st</sup> immersive clinical experience begins around August 1<sup>st</sup> and ends around Dec 12<sup>th</sup></li> </ul>

	<ul style="list-style-type: none"> <li>• 2<sup>nd</sup> clinical experience begins October 13<sup>th</sup> (8-weeks)</li> </ul>	
Spring	<ul style="list-style-type: none"> <li>• Classes begin January 20<sup>th</sup> (full-semester)</li> <li>• 3<sup>rd</sup> clinical experience begins January 20<sup>th</sup> (8-weeks)</li> <li>• 4<sup>th</sup> clinical experience begins March 23 (8-weeks)</li> </ul>	<ul style="list-style-type: none"> <li>• Classes begin January 20<sup>th</sup> (full-semester)</li> <li>• 2<sup>nd</sup> immersive experience begins around January 20<sup>th</sup> and ends May 9<sup>th</sup></li> <li>• Return to Campus on May 11-16<sup>th</sup></li> </ul>

The University academic calendars can be [found online](#) for specific holidays, add/drop/withdraw deadlines, and final exam schedule

### FINANCIAL AID, TUITION, FEES, & COSTS

Information about financial aid and/or student loans can be found at the [Financial Aid website](#). The MSAT Program currently waives out-of-state tuition, and all students admitted into the MSAT program pay in-state tuition. The table below outlines the expected tuition, fees, and program-related expenses for the 2025-2026 academic year. This data is an estimate as tuition and fees may change based on funding to the University as allocated from the finalized budget of the state of Colorado. Our program is committed to limiting the amount of program fees and/or expected costs and the costs listed below are deemed appropriate to meet program requirements and to maximize student success.

The [University Tuition refund policy](#) and [add/drop/withdrawal deadlines](#) can be found online.

### SCHOLARSHIPS

The MSAT requires students to be a student member of the National Athletic Trainers' Association. The membership enables MSAT students to be eligible for scholarships through the NATA, NATA District 7 (Rocky Mountain Athletic Trainers' Association), and the Colorado Athletic Trainers' Association. All students are strongly encouraged to apply for these scholarships annually.

**Estimated Colorado Mesa University Master of Science in Athletic Training Fees for 2025-2026**  
**Total Program Cost (2-year, In-State Tuition for ALL MSAT Students)**

<u>Term</u>	<u>Units</u>	<u>Tuition \$ / credit</u>	<u>Total Tuition</u>	<u>CMU Fees / Credit</u>	<u>Total CMU Fees</u>	<u>MSAT Course Fees</u>	<u>Total</u>
Summer - Year 1	9	561.75	\$ 5,055.75	40	\$ 360.00	\$ 115.00	\$ 5,530.75
Fall - Year 1	12	565.54	\$ 6,786.48	40	\$ 480.00	\$ 150.00	\$ 7,416.48
Spring - Year 1	12	565.54	\$ 6,786.48	40	\$ 480.00		\$ 7,266.48
Summer - Year 2	4	565.54	\$ 2,262.16		\$ -		\$ 2,262.16
Fall - Year 2	8	565.54	\$ 4,524.32		\$ -		\$ 4,524.32
Spring - Year 2	8	565.54	\$ 4,524.32		\$ -	\$ 40.00	\$ 4,564.32
<b>CMU Total</b>	<b>53</b>		<b>\$ 29,939.51</b>		<b>\$ 1,320.00</b>	<b>\$ 305.00</b>	<b>\$ 31,564.51</b>

**Estimated University/MSAT Program Costs & Fees**

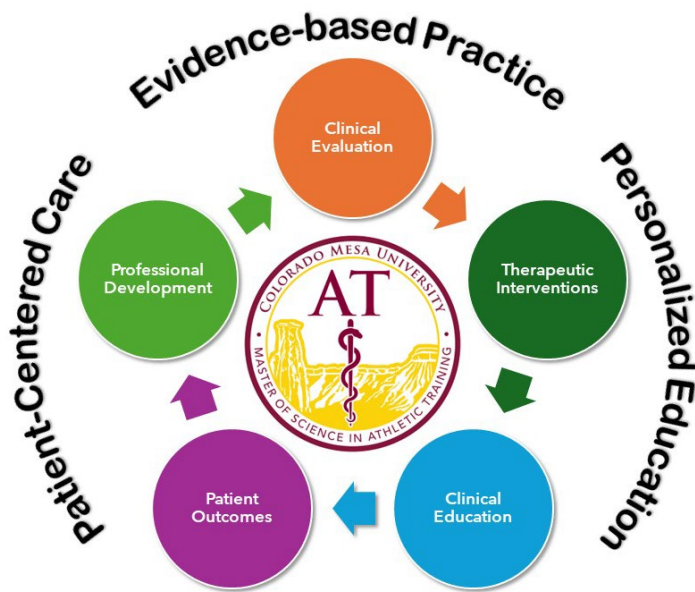
	<b>Fee Originator</b>	<b>Time of Fee</b>	<b>Cost</b>
ATCAS Application Fee	ATCAS	Pre-Program	\$ 96.00
CMU Graduate Application Fee	University	Spring, Year 2	\$ 50.00
CMU Matriculation Fee	University	Pre-Program	\$ 140.00
Textbooks/Resources/Miscellaneous Supplies	MSAT	Continuous	\$ 1,000.00
NATA Professional Annual Membership (\$127/year)	MSAT	Summer (Year1) January (Year1) January (Year2)	\$ 317.50
Background Check and Drug Screen	MSAT	Pre-Program	\$ 150.00
Immunizations, Annual TB Test, Flu Shot	MSAT	Summer (Year1) Summer (Year2)	\$ 250.00
Technology (e.g., laptop, etc.)	MSAT	Continuous	\$ 1,000.00
Typhon Membership (Clinical Placements) - <b>included in ATRN 531 Course Fee</b>	MSAT	n/a	<del>\$ 90.00</del>
myClinicalExchange Access (1 year access) - <b>included in ATRN 531 Course Fee</b>	MSAT	n/a	<del>\$ 39.50</del>
Professional Liability Coverage (HPSO)	MSAT	Pre-Program	\$ 40.00
School District (District 51) Background Check	MSAT	Summer (Year 1)	\$ 54.50
CPR Certification Fee - <b>included in ATRN 507 Course Fee</b>	MSAT	Summer (Year 1)	<del>\$ 40.00</del>
CMU Parking Fee (\$140/year)	University	Continuous	\$ 280.00
Travel Costs to Clinical Sites	MSAT	Continuous	Varies
Professional Attire/Clothing (Approx)	MSAT	Continuous	\$ 200.00
<b>Estimated Total</b>			<b>\$ 3,578.00</b>

<b>CMU Tuition &amp; Fees</b>	<b>\$ 31,564.51</b>
<b>MSAT &amp; University Fees</b>	<b>\$ 3,578.00</b>
<b>Total</b>	<b>\$ 35,142.51</b>

## SECTION III – DIDACTIC & CLINICAL EDUCATION

### CURRICULUM & COURSE SEQUENCE

The MSAT program is a full-time, hybrid program (first year in-person, second year online) consisting of 53 credits. The program includes six semesters and begins in mid-June each year. Major thematic areas of the curriculum include: Clinical Examination, Therapeutic Interventions, Patient Outcomes, Professionalism and Clinical Experiences. The program is purposefully front-loaded in the first year (33/53 units) so students can develop skills sooner, be actively engaged in patient care during their clinical rotations and be better prepared for employment upon graduation.



A strong emphasis is placed on the knowledge learned in the classroom and laboratory, with emphasis on the transition of that knowledge to clinical skill. There is an expectation that students utilize newly learned knowledge and skills in their clinical experiences.

These clinical experiences are designed to challenge the ATS to utilize, apply, and develop their learned knowledge and skills in real situations. Clinical education

experiences are designed to expose students to patients throughout the lifespan, different sexes, varying socioeconomic statuses, varying levels of activity and athletic ability, and those that participate in non-sport activities. These experiences are also utilized to expose students to the full spectrum of duties performed by athletic trainers.

At the center of our program is personalized education where we focus on the student as an individual and their needs to maximize each student's potential. We achieve this personalized education through, but not limited to:

- Low faculty-student ratio maximizes feedback, skill development and content knowledge. This maximizes each student's potential as a future-certified athletic trainer

- Second year immersive experience anywhere in the country. This allows students to have a clinical education experience that aligns with their career goals and/or closer to a geographic location to help decrease costs associated with graduate school.
- We focus on developing the soft skills that employers are looking for like communication, emotional intelligence, and conflict management

## CURRICULUM & COURSE SEQUENCE

Course	Course Name	Credits
ATRN 506	Clinical Skills in Athletic Training	1
ATRN 507	Acute Care in Athletic Training	3
ATRN 508	Therapeutic Modalities	2
ATRN 513	Administration in Athletic Training	3
ATRN 515	Seminar in EBP Research I	1
ATRN 516	Seminar in EBP Research II	1
ATRN 517	Seminar in EBP Research III	1
ATRN 531	Clinical Education I	2
ATRN 532	Clinical Education II	2
ATRN 536	Clinical Education III	4
ATRN 537	Clinical Education IV	4
ATRN 540	Clinical Anatomy	3
ATRN 541	Clinical Evaluation of Lower Extremity Injuries	3
ATRN 542	Clinical Evaluation of Head & Spine Injuries	3
ATRN 543	Clinical Evaluation of Upper Extremity Injuries	3
ATRN 544	General Health Conditions & Pharmacology	3
ATRN 551	Principles of Rehabilitation	3
ATRN 552	Advanced Rehabilitation & Manual Therapy	3
ATRN 553	Psychosocial Interventions in Athletic Training	1
ATRN 554	Functional Performance in Athletic Training	3
ATRN 580	Transition to Practice in Athletic Training	2
ATRN 593	Capstone Research Project	2
	Total	53

<b><i>Master of Science in Athletic Training Plan of Study (2024-2025)</i></b>			
<b><u>Semester</u></b>	<b><u>Course</u></b>	<b><u>Course Title</u></b>	<b><u>Units</u></b>
Summer	ATRN 506	Clinical Skills in Athletic Training	1
	ATRN 507	Acute Care in Athletic Training	3
	ATRN 508	Therapeutic Modalities	2
	ATRN 540	Clinical Anatomy	3
		Semester Sub-total	9
Fall	ATRN 515	Seminar in EBP Research I	1
	ATRN 541	Clinical Evaluation of Lower Extremity Injuries	3
	ATRN 551	Principles of Rehabilitation	3
	ATRN 531	Clinical Education I	2
	ATRN 542	Clinical Evaluation of Head & Spine Injuries	3
		Semester Sub-total	12
Spring	ATRN 516	Seminar in EBP Research II	1
	ATRN 543	Clinical Evaluation of Upper Extremity Injuries	3
	ATRN 552	Advanced Rehabilitation & Manual Therapy	3
	ATRN 544	General Health Conditions & Pharmacology	3
	ATRN 532	Clinical Education II	2
		Semester Sub-total	12
Summer	ATRN 553	Psychosocial Interventions in Athletic Training	1
	ATRN 554	Functional Performance in Athletic Training	3
		Semester Sub-total	4
Fall	ATRN 513	Administration in Athletic Training	3
	ATRN 517	Seminar in EBP III	1
	ATRN 536	Clinical Education III	4
		Semester Sub-total	8
Spring	ATRN 580	Transition to Practice in Athletic Training	2
	ATRN 537	Clinical Education IV	4
	ATRN 593	Capstone Research Project	2
		Semester Sub-total	8
		<b>Total</b>	<b>53</b>

**Prerequisite Courses (1 semester each)**

Human Anatomy*	Physics
Human Physiology*	Nutrition
General Biology	Psychology
General Chemistry	Exercise Physiology
*Anatomy & Physiology prerequisites may be met by completing either a two semester (or 3 quarters) combined courses of Anatomy & Physiology, or one course in Human Anatomy and a separate course in Human Physiology	

## **MATRICULATION REQUIREMENTS**

MSAT students must take the required courses in sequence and successfully pass all required courses with a “B” or better. Students must have a cumulative graduate GPA of 3.0 or better to remain in good standing and to be eligible to graduate. Per University requirements as outlined in the [Catalog](#), Master’s degree students have six calendar years from the date of first registration in a Colorado Mesa University graduate program to complete the program. The normal graduation timeline for MSAT students is two years.

## **GRADE POLICY**

The MSAT follows University policy for all graduate programs and as outlined in the [University Catalog](#). All graduate courses must earn a grade of “B” or better. If a student does not earn a B or better in a required course, the student will be placed on academic probation within the MSAT program (see MSAT Academic Probation within Section V of this handbook). Since subsequent courses within the MSAT curriculum build upon previous course content, if a student earns a course grade less than a B, then the student’s progress in the program will be paused for one year and the student must repeat the course before continuing in any further coursework or clinical experiences. For example, if a student earns less than a B in ATRN 540 – Clinical Anatomy during their first summer in the program, the student would be unable to continue in the MSAT program during the Fall and Spring semesters (including clinical experiences) until they retake that course the following summer. If a student is unable to pass 2 courses with a B or better (e.g., two different courses or the same course twice), the student will then be recommended for dismissal from the MSAT program.

Incomplete (“I”) grades are temporary grades given to a student only in an emergency case and at the discretion of the instructor.

## **EXAMINATION REMEDIATION POLICY**

Students are required to pass all written, practical, and OSCE examinations through the MSAT program with a B- grade or higher to ensure competence on the topic. Any score below a B- requires remediation. Remediation allows a student to correct and reflect on previous mistakes to ensure minimal competence in cognitive and psychomotor skills. The maximum score achievable after remediation is a B- or 80%, whichever is lower. No more than 1/3 of total written, practical, and OSCE exams within a course may be remediated. For example, if a course has 3 written exams and 3 practical exams (for a total of 6 exams), a maximum of two of these exams are eligible to be remediated. Satisfactory remediation must be completed within 2 weeks of when the exam was first attempted as determined by the instructor of the course. If a course contains less than three written, practical, or OSCE exams, a student can remediate only one of those assessments.

- Practical exams can be remediated twice, for a maximum of 3 attempts at the practical exam.
- OSCE exams can only be remediated one time, for a maximum of 2 attempts at an OSCE.



- Written exams can only be remediated one time, for a maximum of 2 attempts at a written exam
  - o Written exams are remediated by assessing each incorrect question and correcting the answer by explaining the thought process behind the answer that was initially selected and providing the correct answer with a reference of where the answer was found.

If a student requires remediation in more than 1/3 of the total written, practical, and/or OSCE exams, then the student must meet with the MSAT Program Director to discuss the likelihood of retaking the course the next time the course is offered (i.e., in one year). Students should be aware that if a course is not satisfactorily completed, then the student may not continue in the MSAT program (including clinical experiences) until that course is completed.

## **LEARNING PROGRESSION**

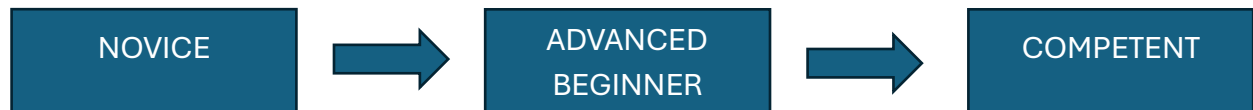
We believe that there is always information to learn, areas to improve, and places to better oneself in the occupation as an athletic trainer. When students first enter the MSAT program, they are at the level of a novice. At this stage, the students are early learners, and most of the information is new to them. Skills being taught have never been practiced, and direct supervision is required to ensure clinical practice safety. This is where we expect students to start, but not to stay.

The next stage a student will progress to is an advanced beginner or the intermediate professional student. Information and knowledge are starting to be retained, skills are improving, and there is clear advancement in one's improvement and abilities. Supervision continues to be a requirement, but there is confidence in the students' ability to perform some tasks.

The final stage students must accomplish while in this program in all skills and competencies is at the level of competent. At this stage, there is a comfort that the student can practice as an athletic trainer unsupervised. Though we expect that students reach this mark in all areas of knowledge and skill surrounding the job as an athletic trainer by graduation, students may reach competence earlier in one's education. However, to be completely ready for unsupervised clinical practice we must ensure that the students are competent in all areas.

Competent is where we expect that the students are upon graduation, but there is continual progression in any clinicians' knowledge and skillset. Novice, advanced beginner, and competent are just the first three steps of the five milestones. Following graduation, the students will have specific feedback regarding their standing in each area of competence with a framework on where they specifically need to continue to improve. The

goal being to continue to improve, to push oneself forward and to be a lifelong learner. Step four is proficient, the point that you are at advanced practice. The clinician is consistent with the athletic trainer that is an advanced practice clinician. The last step, expert, is an aspirational step we work to attain. This is the level of an expert clinician, either generally or in a specific area. We aspire to get to this point by continually learning and pushing our clinical practice forward. (Sauers, Laurens, Pecha, & Walusz, 2019, The Athletic Training Milestones. Version 1.1)



### **BECOMING A CERTIFIED ATHLETIC TRAINER**

To become a certified athletic trainer (ATC), students must pass the Board of Certification (BOC) certification examination. A BOC examination candidate must be a graduate of (or be eligible in their final semester to graduate from) an Athletic Training Program accredited by the Commission on Accreditation of Athletic Training Education (CAATE). It is also the responsibility of the Program Director and Clinical Education Coordinator to ensure that students receive all requirements for eligibility (e.g., exposure to equipment intensive sport, etc.).

The BOC examination is a computer-based examination comprised of multiple-choice and simulation questions. The exam is available to take at numerous testing sites every few months. More information about the certification exam can be found at [www.bocatc.org](http://www.bocatc.org). For more details, see the MSAT Program Director.

Most states, including Colorado, require athletic trainers to complete registration and/or licensure requirements. This typically involves providing evidence of certification from the BOC and passing a licensure exam on questions about the laws and policies of that state to practice as an athletic trainer. Canada has a separate application/certification process for certified athletic therapists. If a student anticipates working in a particular state after graduation, they should review the laws for that state. A basic review of state requirements can be found at [www.nata.org](http://www.nata.org).

## CLINICAL EDUCATION

Clinical education is an integral component of your education in the CMU MSAT program. The purpose of clinical education is to allow and aid students' knowledge surrounding the facets in health care and the health care system. These experiences should be educational in nature and allow students to work with active athletic trainers to be able to work with patients throughout the continuum of care, to see and understand the multifaceted job of an athletic trainer, and to provide students with real patients and real cases to work with. Students also gain the experience of working with a variety of other health care professionals throughout their clinical education experiences.

Each clinical site varies as well as each preceptors' approach and philosophy surrounding patient care, evaluations, rehabilitations, etc. These variations are imperative to student learning and to be able to develop their own philosophy and learn from multiple individuals throughout their time in the MSAT Program. These clinical education experiences also offer the students the opportunity to apply what they have learned in class or in their labs to patients in real situations and allow students to become comfortable and competent in those skills. This then helps lead students to be successful Certified Athletic Trainers upon completion of the program and passing the BOC certification exam.

During these experiences, the students should NOT be taking the role of an athletic training staff member. Students shall not be assigned responsibility of covering or treating without preceptor supervision nor should they be compensated in any monetary manner. Students shall not engage in any examination or treatment that they have not been taught previously, either in the classroom or by a preceptor. This is to ensure the safety of the patient at all times.

## CLINICAL EXPERIENCE PLACEMENTS

### ***1<sup>st</sup> year MSAT Students:***

The CCE will assign each student to their clinical rotation preceptor based on the students' needs and accreditation guidelines. The goal is to have each student gain a variety and breadth of experiences in a varied patient population. These clinical experiences will take place in the Grand Junction, CO vicinity and will include experiences on-campus at Colorado Mesa University, local high schools, and supplemental clinical experiences (e.g., Hospital ER, orthopedic surgery observations, orthopedic surgery office observations, etc.).

### ***2<sup>nd</sup> year MSAT Students:***

Beginning at the end of the first clinical education course (ATRN 531), the CCE will begin working with each individual MSAT student to determine an ideal 2<sup>nd</sup> year immersive clinical experience. The 2nd year clinical experiences' goals are to provide more depth of knowledge and critical thinking in an athletic training work setting that may be more aligned to the student's career goals. These 2<sup>nd</sup> year immersive experiences typically require an interview with the prospective site's preceptors. Students do not choose where their 2nd year site will be, but the CCE works with the student to find a preceptor and site that meets the MSAT Program's accreditation requirements, program goals, and student's goals.

### **CLINICAL EDUCATION CAATE STANDARDS**

The following CAATE standards related to clinical education guide the MSAT program in recruiting clinical sites and preceptors, evaluating clinical sites and preceptors, retaining clinical sites and preceptors, and placing students at appropriate clinical education sites:

- Standard 14 - A program's clinical education requirements are met through graduate courses and span a minimum of two academic years
- Standard 15 - A program's athletic training clinical experiences and supplemental clinical experiences provide a logical progression of increasingly complex and autonomous patient-care and client-care experiences
- Standard 16 - The clinical education component includes at least one athletic training immersive clinical experience
- Standard 17 - A program's clinical education component includes clinical practice opportunities with varied client/patient populations. Populations must include clients/patients
  - throughout the lifespan (for example, pediatric, adult, elderly),
  - of different sexes, with different socioeconomic statuses,
  - of varying levels of activity and athletic ability (for example, competitive and recreational, individual and team activities, high- and low-intensity activities),
  - who participate in non-sport activities (for example, participants in military, industrial, occupational, leisure activities, performing arts)
- Standard 18 - Students gain experience with patients with a variety of health conditions commonly seen in athletic training practice
- Standard 22 - All sites where students are involved in clinical education (excluding the sponsoring institution) have a current affiliation agreement or memorandum of understanding that is endorsed by the appropriate administrative authority at both the sponsoring institution and site

- Standard 29 - The program ensures that each student is oriented to the policies and procedures of their clinical site
  - Critical incident response procedures (for example, emergency action plans)
  - Blood-borne pathogen exposure plan
  - Communicable and infectious disease policies
  - Documentation policies and procedures
  - Patient privacy and confidentiality protections
  - Plan for clients/patients to be able to differentiate practitioners from students
- Standard 31 - Athletic training clinical experiences are supervised by a preceptor who is an athletic trainer or a physician
- Standard 46 - Preceptors function to supervise, instruct, and mentor students during clinical education in accordance with the program's policies and procedures. Preceptors who are athletic trainers or physicians assess students' abilities to meet the curricular content standards (Standards 56 through 94).

### **CRIMINAL BACKGROUND CHECKS & DRUG SCREEN**

Numerous clinical sites require students to have criminal background checks and drug screens prior to clinical education placement. As such, the MSAT program requires criminal background checks and drug screens prior to matriculation. Only one is needed for the program, but various clinical sites (e.g., school districts) may require updated screens. Clinical education experiences at a variety of clinical sites is a required component of the MSAT program, and since clinical sites require criminal background checks and drug screening, the inability of a student to satisfactorily pass a criminal background check and/or drug screen may limit the ability of the student to complete the MSAT program.

### **IMMUNIZATION REQUIREMENTS**

All MSAT students must verify that they do not have conditions that endanger the health and well-being of other students and patients. Colorado state regulations require that all university students have two (2) valid doses of Measles, Mumps, and Rubella vaccine, unless the student was born before July 1, 1957, or the student can provide acceptable laboratory evidence (blood test) showing immunity to Measles, Mumps, and Rubella. 6 CCR § 1009-2:IX. If the student completes an exemption form and an outbreak occurs, the student will be subject to exclusion from the school.

Students must show documentation of receiving these immunizations or a titer showing immunity. Due to the requirements of our program clinical partners, students may also be required to receive the annual flu shot in the fall. Students who have medical contraindications or qualify for an exemption to receiving these vaccinations must provide documentation from a medical provider. Any athletic training student that chooses not to meet the immunization and health screening requirements or does not complete an exemption, may be unable to complete their required clinical experiences and risk delay in graduation.

Screening requirements are subject to change as mandated by clinical sites or changes in the laws regulating occupational exposure.

**The MSAT program requires the following immunizations and screenings:**

- a. 2-step TB Test
  - a. Note- this is a 2-step test! Meaning you must do the test two times about 1 month apart.
- b. Measles, Mumps, Rubella (MMR)
- c. Tetanus-Diphtheria-Pertussis (Tdap)
- d. Varicella (Chickenpox) immunity (either (+) chickenpox proof or Varicella immunization)
- e. Influenza (will be required annually around Oct. 1 of each year)
- f. Hepatitis B (optional but recommended)

**CLINICAL HOURS POLICY**

The MSAT student's clinical education experience schedule will depend on their preceptor and the clinical assignment. Students should expect to spend on average 18-22 hours per week on their clinical assignment during their first year in the program. During their second year, the students should expect to spend on average 30 to 40 clinical hours a week. Further, athletic training students should receive at least one day off in every seven days during his/her clinical assignment.

Scheduling of clinical experience hours will vary due to clinical site patient care hours, activities, and events. In general, students will work with their assigned preceptor to develop their own schedule based on the demands of the rotation and focus on time that will be most educational for the student. MSAT students should never miss class due to a clinical experience unless approved by the CCE. It is the MSAT student's responsibility to communicate with his/her preceptor about scheduling and any potential conflicts. **The MSAT is a professional program, and as such, the expectation is that students make class and clinical education experiences priorities in their time within the program.**

## Colorado Mesa University MSAT Clinical Hours Requirements

	Course	Pre-Semester (2 weeks prior to semester start)	Semester Hours/Week Min	Semester Hours/Week Max	Semester Hours Total Min	Semester Hours Total Max
<b>Year 1</b>						
Fall Module 1	ATRN 531	25-30 hrs/wk <sup>#</sup> (required)	18	20	144	160
Fall Module 2	ATRN 531		20	22	160	176
				<b>Total</b>	<b>300*</b>	<b>400</b>
Spring Module 1	ATRN 532	25-30 hrs/wk <sup>#</sup> (optional, not required)	20	22	160	176
Spring Module 2	ATRN 532		20	22	160	176
				<b>Total</b>	<b>300*</b>	<b>400</b>
<b>Year 2</b>						
Fall	ATRN 536	30-40 hrs/wk <sup>#</sup>	30	40	<b>450*</b>	<b>650</b>
Spring	ATRN 537	30-40 hrs/wk <sup>#</sup>	30	40	<b>450*</b>	<b>650</b>
				<b>Program Total</b>	<b>1500</b>	<b>2100</b>

# Pre-semester hours count towards semester minimum/maximum requirements.

\* Total semester minimums take into consideration potential missed time due to illness, family emergency, preceptor travel, etc. Total minimum could be lower based on these factors and/or permission from the Coordinator of Clinical Education.

## **CLINICAL SUPERVISION**

The CAATE guidelines require that athletic training students have supervision during their clinical education (Standard 46). Preceptors must be on-site and should intervene on behalf of the athletic training student and the patient if necessary. Supervision occurs along a developmental continuum that allows a student to move from interdependence to independence based on their knowledge and skills and care context. Supervision must also comply with the state practice act where the clinical experience occurs.

The Athletic Trainer Practice Act of Colorado states that “...students enrolled in an accredited athletic training education program shall identify themselves as "athletic training students" and shall only practice athletic training under the direction and immediate supervision of a licensee. An athletic training student shall not represent himself or herself as an athletic trainer.” Per the dress code requirements (See Dress Code and Professional Appearance in Section IV), MSAT students must wear a name badge which identifies them as an athletic training student. If an MSAT student is assigned to a preceptor outside of Colorado, it is critical that the assigned preceptor and student ensure that the student's supervision aligns with that state's requirements.

It is the goal of the MSAT program to develop athletic training students' independence and confidence in their ability to act in an unsupervised setting after graduation. This can only be achieved by allowing the MSAT student to complete evaluations, develop treatment plans, and design rehabilitation programs with feedback from the supervising preceptor. After an MSAT student has demonstrated the cognitive knowledge and psychomotor skills to safely perform a task, they should be allowed to complete that task on their own. The preceptor should still oversee the activity in a way that allows the ATs' confidence to grow and still be available to answer any questions the ATS may have and intervene if needed.

## **BLOODBORNE PATHOGENS AND BIOHAZARD GUIDELINES**

As an athletic training student, there is risk to come in contact with various types of bodily fluids. Formal instruction regarding safety and protecting oneself from bloodborne pathogens (BBP) and biohazard guidelines will be completed throughout their ATRN 511 course.

### Causative Factors and Health Consequences

Diseases such as HIV, HBV, and HCV are transmitted through direct contact with infected blood or blood components, direct sexual contact, and prenatal mother to baby contact. These policies are in place to minimize contact with blood and bodily fluids, minimize



likelihood of transmission of diseases, create safe and appropriate habits infection control procedures.

### Biohazard Guidelines

Each clinical site must have appropriate biohazard receptacles and sharps containers in all clinical sites. Additionally, all clinical sites must have adequate personal protective equipment such as latex or vinyl gloves, safety glasses, mouth and nose mask, and one-way valve CPR mask.

Appropriate application, use and disposal of equipment will be formally discussed in ATRN 511. Students and preceptors will also be required to review the site's specific BBP policy at the beginning of each new clinical education experience. The students and preceptors will each sign the Policy Review Form as well as attach a copy of the BBP policy.

### Sanitation Precautions

- 1) Students should always wash hands before and after every patient encounter, after removal of gloves or other personal protective equipment, and after any encounter with bodily fluids. Hands should be washed with warm water and soap for at least 15 seconds or with hand-sanitizer.
- 2) Gloves must be available for use for all students for use when there is potential for encounters with blood or other bodily fluids, cleaning areas that blood or bodily fluid may be present, or if the student has wounds or infections on themselves.
- 3) All equipment and surfaces should be cleaned frequently with appropriate cleaning materials.

## **AFFILIATED CLINICAL SITE THERAPEUTIC EQUIPMENT POLICY**

All affiliated clinical sites must have the appropriate inspections and/or calibrations completed on all electrical modalities per the manufacturer's recommendations or federal, state or local ordinance. During the annual initial site visit, the CCE will verify equipment safety via inspections and/or calibration documentation. Sites accredited by the Joint Commission, AAHC, or other recognized external accrediting agencies are exempt from this specific policy.

Students will also assist with the verification and are required to submit modality calibrations and safety check information at the start of each new rotation. These will be submitted via Typhon. If there are any safety concerns, these must be presented to the program. The site will be notified of the problem and will have a discussion regarding the

timeline of rectification of the issue. Should any electrical modalities not be up to date with calibrations and/or safety inspections, the student prohibited from using that/those machines until calibrations and/or safety checks have been completed, documented and images submitted to the program.

## **STUDENT TRAVEL**

It is the expectation of the MSAT program that each student will have the opportunity to accompany a preceptor during team travel at least once. Traveling with a preceptor and a team is not guaranteed. Being asked to travel is a privilege. The preceptor is the one to make the determination whether the athletic training student may travel with them. The supervision policy will still be enforced during the travel setting.

## **EMPLOYMENT / EXTRACURRICULAR POLICY**

MSAT students can be employed and participate in extracurricular activities (e.g., intercollegiate athletics, clubs, athletic training student leadership, etc.) with the approval of the PD and CCE. All employment and extracurricular activities are expected to be secondary to the MSAT student's primary responsibility of the academic and clinical education requirement of the MSAT program. The expectation is that students will ensure their employment/extracurricular activity schedule does NOT interfere with class and clinical education experience requirements. If any potential conflicts develop, the student must communicate as soon as possible to the appropriate person (i.e., course instructor, CCE, preceptor, etc.) for approval. It is the expectation that students ask for permission rather than forgiveness in this policy.

## **PRECEPTORS**

Preceptors supervise and engage students in clinical education. All preceptors must be licensed health care professionals and be credentialed by the state in which they practice. Preceptors who are athletic trainers are state credentialed (in states with regulation), certified, and in good standing with the Board of Certification. A preceptor's licensure must be appropriate to his or her profession. Preceptors for athletic training clinical experiences identified in CAATE Standards 14 through 18 (See Clinical Education CAATE Standards above) must be athletic trainers or physicians.

## **PRECEPTOR DUTIES**

Preceptors function to supervise, instruct, and mentor students during clinical education in accordance with the MSAT program's policies and procedures. Preceptors have a challenging role in mentoring MSAT students by balancing the needs of the MSAT student (e.g., providing quality hands-on experiences and feedback on skill development, competence, and critical-thinking skills, etc.) and the needs of their patients. In addition, the patient has the primary voice in allowing an MSAT student to perform athletic training skills on them. For these reasons, it is important for the MSAT student to have reasonable expectations when working with patients. There will be numerous opportunities for the MSAT student to provide healthcare services on real patients, but preceptors have the authority to determine the appropriate time and situation to do so as they also have to think about what is best for the patient.

## **ASSESSMENT OF PRECEPTORS**

Preceptors are assessed by the MSAT program in a continuous and ongoing way to ensure quality in the MSAT students' clinical education experience. For each clinical education experience, students will evaluate their preceptor twice (mid-rotation and end-of-rotation). In addition, the CCE will have regular and ongoing communication with each preceptor to include, but not limited to: information about the program framework, individual student needs, student progress, and assessment procedures. In addition, all active clinical sites are evaluated by the assigned student and the CCE to ensure that each student learns in a safe and quality clinical educational environment. Students evaluate each clinical site at the end of each clinical education experience and may always express any concern anytime throughout their assigned clinical rotation.

## **SECTION IV – PROFESSIONAL BEHAVIOR GUIDELINES**

### **GENERAL EXPECTATIONS OF ATHLETIC TRAINING STUDENTS**

The mission of the Master of Science in Athletic Training (MSAT) program at Colorado Mesa University is to produce high-quality board-certified athletic trainers. The program's curriculum and hands-on clinical experiences emphasize a personalized approach to foster critical-thinking, patient-centered care, and evidence-based practice that enables graduates to excel in diverse healthcare employment settings and make positive impacts within our community.

The ATSS' job is to be proactive about his/her education. There is an expectation that the students come prepared to class, meaning completing all out of class assignments and reading prior to class time. There is also an expectation for students to take control of their learning by reading textbooks, asking questions, and initiating dialog with the faculty and preceptors. By learning to find information without assistance, one will develop the habits necessary to continually learn throughout his/her career. Time spent during clinical experiences should be spent increasing critical-thinking skills, improving patient-care skills, and developing a better understanding of the role of an athletic trainer in that setting.

### **PROFESSIONAL CONDUCT**

Professional conduct refers to the way that you act and interact with and around others while you are completing your academic and clinical education responsibilities. The following are the expectations of the MSAT program for each student:

- Be on time, dressed appropriately and ready to engage as a graduate student
- Represent the MSAT and CMU while in class, at your clinical site, while traveling, and in your personal life, in a positive way
- Show a desire to learn by asking questions, seeking out opportunities, and dedicating the appropriate number of hours outside the classroom to your studies
- Communicate to the ATP faculty in the event of difficulty in completing academic or clinical requirements
- Be respectful of each other, including your preceptors, course instructors, fellow students and the patients/athletes.
- Practice effective time management skills
- Use professional behavior when interacting with preceptors, patients and any other person you meet during your academic or clinical education experiences

## **DATING/PERSONAL RELATIONSHIPS**

A personal relationship means a romantic, intimate personal relationship that may include dating, living together or being a partner or significant other, regardless of gender, gender identification, or sexual orientation. Personal relationships with any patient at the MSAT students' clinical rotation site (and not just a specific athletic team) is inappropriate and will cause the MSAT student to be removed from that clinical site and/or placed on probation with the MSAT program.

The MSAT requires all students to be members of the National Athletic Trainers' Association, and thus, hold our students accountable to the NATA Code of Ethics (See Appendix I). A personal relationship would specifically violate Principle 4 – "Members shall not engage in conduct that could be construed as a conflict of interest, reflects negatively on the athletic training profession, or jeopardizes a patient's health and well-being." MSAT students are also cautioned about socially interacting with patients outside of their assigned clinical experience such as "partying", "hanging out", or other synonyms of these words, as this could create the appearance of a potential personal relationship.

## **SOCIAL MEDIA**

Each ATS should refrain from "friending" or "following" (or any other related term) any patients at their assigned clinical education site. Those patients should see you as a healthcare provider and not someone socially. If an ATS was previously a "friend" via social media with any patients at a clinical site, then the ATS is recommended to "pause" or "snooze" that social media friend during the time they are assigned there.

## **SUBSTANCE USE AND ABUSE**

Use, possession, or distribution of any narcotic or other controlled substance by ATS on university premises or at clinical sites (e.g., off-campus field experience, team travel, etc.) except as expressly permitted by law and college regulations is prohibited.

## **USE OF ALCOHOL**

Athletic training students should never consume alcohol prior to or during an academic or clinical experience. Athletic training students traveling with a team are prohibited from consuming alcohol while on the trip.

## **CONFIDENTIALITY OF MEDICAL INFORMATION (PATIENT PRIVACY)**

Federal laws restrict the release of an individual's personal and medical records. Any individual (e.g., preceptor, ATS, coach, etc.) cannot release personal or medical records for any patient without the written consent of the patient. An ATS should never discuss

personal and medical records of a patient with anyone other than their preceptor or those medical staff members who are a part of the healthcare team.

### **DRESS CODE AND PROFESSIONAL APPEARANCE**

The MSAT program's students represent Colorado Mesa University during clinical education experiences and, many times, are highly visible in the community. Professionalism is reflected in the appearance of the people in the program. We expect ATSs to be clean, neat, and groomed. When in doubt, always err on the side of professionalism. The following represent appropriate and inappropriate attire. All students will be expected to dress in the appropriate clothing for lab work, class, and clinical education experiences, or when representing the University as an MSAT student. In general, that should be interpreted to mean the following:

- The attire for clinical practice labs that require physical assessment includes shorts for the men, shorts, and bathing suit/halter top for the women.
- When activities are conducted in a specific clinical setting, the students should dress professionally in clothing appropriate to the dress code. The patients and clients with whom you interact expect and deserve a certain degree of professionalism. Students should present a neat and clean appearance.
- Examples of non-professional appearance in the clinical setting include, but are not limited to:
  - jewelry worn in tongues, noses, and eyebrows, unnatural hair coloring, and revealing clothing. Faculty and clinical site personnel may identify other examples of non-professional appearance or unsafe clothing, attire, etc.
- Students are required to wear their MSAT ATS name tag to all clinical assignments while completing clinical hours as well as in the Human Performance Lab during any testing or research to allow for patients, coaches, other health care providers, etc. to be able to differentiate you as a student from the certified athletic trainers
- If you arrive with inappropriate attire, you will be asked to leave and return with the appropriate clothing.

#### ***Colorado Mesa Athletics & Grand Junction-area High Schools***

Acceptable attire includes:

- A CMU t-shirt, polo, collared shirt, or a blouse
- No clothes with ANOTHER university/school's name on them, unless it is the name of the school that the student is assigned to for their clinical rotation.
- Shirts that are designed to be tucked in should always be tucked in.

- Shirts should be long enough to cover the entire back and stomach while performing all daily tasks
- Shirts must be high enough on the chest to cover cleavage
- Shirts must be professional enough to wear at a clinic or professional conference
- Long or capri length khakis or dress pants without holes, tears, distressing, or distracting patterns. This includes black, green, tan, or any other subdued color
- Khaki shorts of appropriate length (>3" in. inseam) without holes, tears, any sign of distressing, or distracting patterns
  - Appropriate length means the tip of your middle finger must touch the shorts with the elbows fully extended.
- Closed toe, closed heel shoes
  - Must be able to run in them effectively general appearance must look appropriate
- Hair combed and not interfering with your daily tasks and activities (i.e., pulled or pinned back if necessary to perform daily tasks)
- Proper oral and body hygiene
- Nails clean and appropriate length
- Caps may only be worn outdoors
- Caps worn at games should either represent CMU or have no affiliation and only and be worn with the bill facing forward
- Sunglasses are permitted during outside events only

Unacceptable attire includes\*\*:

- No bright or flashy colors
- No yoga pants, extremely tightly fitting pants, legging material shorts, jeans or sweats (i.e., "jeggings", any pant in jean material-regardless of color)
- No jean shorts, jean material shorts, extremely tightly fitting shorts, athletic/running shorts, or legging material shorts

**Note:** During outdoor events, wind pants, sweatpants and other warm clothes are acceptable to wear during adverse weather. Keep yourself warm!

\*\*Inappropriate clothing and attire may be up to the discretion of your preceptor, and they have the right and ability to send you home or correct your attire

### Clothing Stains/Damage

One thing to keep in mind is the possibility of your clothes being exposed to sweat, blood, or cleaning fluids. They may be damaged. Colorado Mesa University will not assume responsibility for the cleaning or replacement of any damaged garment while completing a clinical experience. You should consider the sport you will be attending and current weather conditions when deciding what to wear.

### Body piercings

Only small earrings and small facial piercings may be worn. Studs are recommended. No tongue rings are allowed during clinical experience hours. These restrictions are for professional and safety issues.



## **SECTION V – MSAT STUDENT RIGHTS & RESPONSIBILITIES**

### **VOLUNTEER STATUS OF ATHLETIC TRAINING STUDENTS**

All MSAT students will be considered as students volunteering their time while they are gaining experience toward a career goal or fulfilling requirements toward graduation.

If students may be entitled to financial aid (either in the form of student assistance or scholarship) in conjunction with their clinical experiences in the Athletic Training Facility, the individual will still be considered a volunteer student and not an employee of the clinical site. Such aid or assistance is governed by the administrative rules and regulations administered by the CMU Office of Financial Aid. To maintain alignment with licensure law of the state of Colorado for licensed athletic trainers, students should not be employed as an athletic trainer until they are certified as an athletic trainer and have been granted licensure by the state.

### **UNIVERSITY-WIDE ACADEMIC STANDARDS FOR RETENTION**

The Colorado Mesa University Catalog outlines academic standards for retention. Students must have a GPA of at least a 3.0 to graduate. Students may not apply coursework with a grade of “C” toward graduation requirements for a graduate program. Students may have the option to repeat a course for grade improvement to a “B” or better, depending on individual program guidelines.

As allowed by specific program requirements, students may repeat a maximum of two different courses at the graduate level for up to 6 credit hours. No course may be repeated more than once, except in the case of thesis and dissertation courses, which require continuous enrollment while progressing toward the degree. When a course is repeated, the highest grade earned is computed into the student’s GPA. All attempted courses and grades remain in the academic record but are not computed in the overall average. In these cases, transcripts will contain a statement indicating the grade point average has been re-computed and stating the basis for re-computation.

Students with a cumulative grade point average of less than 3.0 are placed on academic probation. Students have one semester to improve to good standing. Two semesters of probationary status may result in dismissal from the graduate program.

## MSAT ACADEMIC PROBATION

Students must earn a B or better in all required courses within the MSAT program. If a student does not earn a B or better in a required course, the student will be placed on academic probation. Since subsequent courses within the MSAT curriculum build upon previous course content, if a student earns a course grade less than a B, then the student's progress in the program will be paused for one year and the student must repeat the course before continuing in any further coursework or clinical experiences. For example, if a student earns less than a B in ATRN 540 – Clinical Anatomy during their first summer in the program, the student would be unable to continue in the MSAT program during the Fall and Spring semesters (including clinical experiences) until they retake that course the following summer. If a student is unable to pass 2 courses with a B or better (e.g., two different courses or the same course twice), the student will then be recommended for dismissal from the MSAT program.

### Professional Behavior Reasons for Academic Probation or Dismissal

The following is a list of reasons for academic probation or dismissal from the MSAT. This is not a complete list as someone may discover other actions that have not been experienced or anticipated. ***The first five (5) reasons listed are grounds for automatic dismissal from the MSAT:***

- 1) Attending class or clinical experiences while under the influence of alcohol or drugs.
- 2) Unauthorized release of patient medical records. The unauthorized release of individuals' medical records is a crime. You cannot discuss an individual's injury or status with anyone outside the medical staff at your clinical site without authorization. The only exception is the patients' parents if the athlete is under 18 years of age. If you are going to discuss the injury as an example or as a case study, you must keep the patients' identity anonymous.
- 3) False representation. Falsely representing yourself regarding status or position as an athletic training student. You are an athletic training student - make sure people understand this when you present yourself. You need to ALWAYS be wearing your name tag when providing athletic training patient care services.
- 4) Sexual misconduct. Using your position as an ATS to make advances toward or take advantage of an individual during an evaluation or treatment will not be tolerated. Complaints will be evaluated and handled individually. Evidence supporting intentional sexual misconduct will automatically result in dismissal with no possibility of reinstatement, in addition to charges that the victim may wish to file (refer to CMU's Maverick Guide).
- 5) Inappropriate relationship with a patient at the MSAT students' clinical site. While consenting relationships between adults is legal, relationships between an Athletic

Training Student and patients are unprofessional, unethical, and violate the NATA Code of Ethics. The Athletic Training Student should not engage in any romantic, sexual, or other nonprofessional relationships with a patient, coach, or staff member, even at the apparent request of a patient, coach, or staff member. All Athletic Training Students must IMMEDIATELY report any consensual romantic relationship at their clinical site to their assigned preceptor, CEC, and/or Program Director. If knowledge of a relationship between an Athletic Training Student and a patient is brought to the attention of the Preceptor and/or MSAT administrator, the Athletic Training Student may be subject to a reassignment of their clinical rotation and/or the consequences outlined in the program violation policy. The Athletic Training Student is not expected to tolerate inappropriate sexual behavior on the part of any of these individuals.

- 6) Poor clinical performance. Clinical performance will be evaluated regularly and included in all rotation evaluations. All situations of “poor performance” will be recorded in an incident report and included in the student clinical evaluation. Isolated minor infractions may result in a 1-day suspension from assigned duties. Severe or repeated infractions may result in suspension and or dismissal from the program. The areas of evaluation will include but not be limited to the following:
  - a. Punctuality. You are expected to be at your assigned clinical experience at the time scheduled and be ready to perform assigned duties at that time. Failure to comply may negatively impact your grade in the respective course or result in suspension or additional disciplinary actions as deemed necessary by the Athletic Training Program faculty and staff.
  - b. It is your responsibility to check the assigned experience schedule and verify the time that you should be at the assigned clinical experience. If you cannot make a scheduled clinical experience, you are expected to notify the preceptor in charge of the clinical experience as soon as possible. Each clinical site may have their own rules associated with missing a scheduled time, please ensure to meet with your preceptor to determine how they would like you to notify them.
  - c. Attitude toward and ability to have a professional relationship with the athletes/ patients, coaches, Athletic Training Staff members, and other health care professionals (physicians, physician assistants, certified athletic trainers, and other athletic training students). Athletic training is in part a service profession. Athletic training students should treat all athletes/ patients, coaches, and athletic trainers (certified or student) in a respectful, professional manner. Rudeness and attitude conflicts that interfere with performance will not be tolerated and are grounds for dismissal.

- 7) Temporary suspension will occur if a student fails to maintain required documentation, certifications, and/or memberships. The suspension will be removed when the required documentation, certifications and/or memberships are supplied. All ATs must maintain the following documentation, certifications, and membership.
  - a. CPR for the Professional Rescuer certification or equivalent
  - b. Maintain professional liability insurance
  - c. Maintain annual NATA student membership
  - d. Maintain personal health insurance
  - e. Comply by the technical standards of the ATP
- 8) Academic Misconduct
  - a. Academic misconduct includes, but is not limited to, plagiarism, the appropriating of written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of the same and passing them off as the product of the student's own mind. Plagiarism includes not only the exact duplication of another's work but also the lifting of a substantial or essential portion thereof.
  - b. Regarding written work in particular, direct quotations, statements which are a result of paraphrasing, summarizing the work of another, and other information which is not considered common knowledge must be cited or acknowledged. If students adequately acknowledge their sources and if there is no reason to believe that they have attempted to pose as the originator, students shall not be charged with plagiarism even though the form of the acknowledgement may be unacceptable. However, students should be aware that most professors require certain forms of acknowledgment, and that adequate referencing (or acknowledgement) may be a part of the grading criteria for specific graduate coursework or program requirements. More information on academic misconduct can be found in the [Maverick Guide](#)

## **ACADEMIC DISMISSAL**

Students may be dismissed from the MSAT program for the following reasons:

1. Items #1-5 from the above section titled "Professional Behavior Reasons for Academic Probation or Dismissal"
2. Two (2) or more courses that a course grade of less than a B are earned
3. Inability for the student to raise their GPA to at least a 3.0 within the prescribed limits of remaining coursework

4. Failure to resolve any Temporary Suspensions as outlined above within the timeline specified
5. Secondary probation for same or similar reasons as originally placed

## **APPEAL PROCESS**

Students have the right to appeal actions or sanctions (such as those relating to grades or academic dishonesty) and should begin the process by meeting with the course instructor. The [Maverick Guide](#) provides a detailed explanation of Academic Integrity, Academic Dishonesty, Student Appeals, Grade Appeals, and related processes. The University provides that all student concerns, grievances, and appeals that are not covered under a specific policy may be directed either to the Office of the Vice President for Academic Affairs or to the Office of the Vice President for Student Services.

## **GRADUATE ADMISSION APPEALS**

An applicant who has been denied admission to a graduate program or who has received Conditional Admission may request reconsideration by writing to the Graduate Program Department Head within 10 days of the date of denial or notification of conditional admission status. Requests should include the reasons for requesting reconsideration along with supporting materials. Appeals should follow the appeal process listed in the [Graduate Policies and Procedure Manual](#).

## **STUDENT GRIEVANCE PROCESS**

Students in the MSAT program are encouraged to resolve conflicts informally in a respectful and professional manner. Should a student conflict arise that cannot be resolved informally, the following chain of command (grievance policy) shall be followed.

- 1) Assigned preceptor/ instructor
- 2) Athletic Training Program Director and/or Clinical Education Coordinator
- 3) Athletic Training Program Grievance Committee

The Athletic Training Program Grievance Committee will consist of the Department of Kinesiology Department Head, two former Athletic Training Program students not involved with the conflict and two current non-Athletic Training Program students not involved with the conflict. The former and current student members of the committee will be determined based on the student(s) involved in the grievance.

When academic suspension is the result of failure to complete the requirements of a course, the student may appeal the decision. The appeal must include a plan for the completion of the course requirements. If the student can justify that

extenuating circumstances were a factor the suspension may be removed. The appeal process should begin with the instructor of record and progress through the following list.

- 1) Instructor
- 2) Athletic Training Program Director
- 3) Athletic Training Program Grievance Committee

#### **GRIEVANCE PROCESS WITH VICE PRESIDENT OF ACADEMIC AFFAIRS**

- 1) Process
  - a. Student appeals regarding occurrences related to policies or procedures instituted by their program or institutional policies for graduate programs should first be addressed in writing to the Graduate Program Director/Coordinator of the appropriate graduate program. This written appeal should be received by the Graduate Program Director/Coordinator within 10 business days of the occurrence of the event the student intends to appeal. The letter should state the complaint and desired remedy. It should also contain adequate justification for the appeal. The burden of proof regarding evidence in the appeal rests with the student.
  - b. The Graduate Program Director/Coordinator should consult with the student's Graduate Committee before replying in writing to the student. The response to the student should be sent within 10 business days after receipt of the student's formal letter of appeal.
  - c. If the appeal is not successfully resolved, the student may direct the appeal to the Academic Department Head in which the program is housed. The student should present the appeal letter and the letter from the Graduate Program Director/Coordinator to the Academic Department Head within 10 working days of receipt of the Graduate Program Director/Coordinator's letter.
  - d. The Academic Department Head should reply in writing to the student within 10 business days after receipt of the student's formal letter of appeal.
  - e. If the appeal is not successfully resolved with the Department Head, the student may direct the appeal to the Director of Graduate Studies. The student should present the appeal letter, the letter from the Graduate Program Director/Coordinator, and the letter from the Department Head within 10 business days of receipt of the Department Head's letter.
  - f. The Director of Graduate Studies should reply in writing to the student within 10 business days of receipt of the student's formal letter of appeal.
  - g. If the appeal is not successfully resolved with the Director of Graduate Studies, the student may direct the appeal to the Vice President of Academic Affairs. The student should present the appeal letter and all materials/letters from previous appeal levels within 10 working days of receipt of the Director of Graduate Studies' letter.
  - h. The Vice President of Academic Affairs should reply in writing to the student

within 10 business days of receipt of the student's formal letter of appeal. The decision of the Vice President of Academic Affairs is final and cannot be appealed.

2) Grade Appeals

- a. Students wishing to appeal an assigned grade should follow the academic appeals procedure, as outlined in the [Maverick Guide](#)

## **ACADEMIC DISHONESTY POLICY**

The protection of academic integrity requires clear and consistent standards and definitions, as well as confrontation and sanctions when individuals intentionally violate those standards. The most important of the definitions is that of academic dishonesty.

Academic dishonesty undermines the educational experience, lowers morale by engendering a skeptical attitude about the quality of education, and negatively affects the relationship between students and faculty. Academic dishonesty is the intentional act of fraud in an academic environment/situation/exercise.

Academic dishonesty includes, but is not limited to:

1. Forgery/fabrication/falsification/plagiarism of academic documents
2. Intentionally impeding or damaging the academic work of others
3. Assisting others in acts of academic dishonesty
4. Cheating in the classroom
5. Unauthorized attendance
6. Multiple submissions of the same material to two or more different classes, or to the same class taken at a different time, without the permission of all instructors involved
7. Unauthorized collaboration
8. Lying/misrepresentation/omission of information to obtain an unfair advantage in an academic environment/situation/exercise
9. Unauthorized use of materials or equipment to complete an academic requirement

As mentioned above, instances of academic dishonesty are not limited to the list of examples given above. Acts or omissions that violate honesty and integrity regarding academic work can fall under the umbrella of academic dishonesty.

### Sanctions for Academic Dishonesty

Students who have been sanctioned because of academic dishonesty should understand that they have violated the Colorado Mesa University Code of Conduct and are subject to

appropriate disciplinary actions under that Code which may include suspension from Colorado Mesa University.

When acts of academic dishonesty occur, members of the academic community must understand and investigate to determine the facts and, if there has been academic dishonesty, decide on the degree of dishonesty and the sanction(s) that should be imposed. Faculty members have the authority to impose sanctions for academic dishonesty and have the leeway to handle such incidents as they see fit; they are not required to involve parties other than the offender(s). The penalties that lie within a professor's prerogative include giving a reduced grade or giving a failing grade for the 18 assignment/compromised exam or issuing a failing grade for the course. Penalties or sanctions in programs may exceed those specified for the institution.

Incidents of academic dishonesty entailing a punitive action that is either uncontested by the student, or contested unsuccessfully, should be recorded and submitted through the Academic Department Head to the Office of Academic Affairs using the Academic Dishonesty Report Form (the list of Academic Department Heads can be found here: <https://www.coloradomesa.edu/academics/departments-heads.html>). The Office will keep these reports on file. The sole purpose of the file is to determine whether a student, reported for academic dishonesty, has committed comparable infractions in another class or classes during their academic career. Multiple offenses may result in further disciplinary action, up to and including suspension. A student's record in the file will be expunged once they have graduated or a period of five years has passed since the reported incident. Students have the right to appeal decisions against them. If the matter was handled between student and professor alone, the student can direct an appeal to the Academic Department Head. If the matter was handled by an Academic Dishonesty Committee, the appeal is directed to the Vice President for Academic Affairs.

Students who observe or believe that there is academic dishonesty in a course may file a written complaint with the faculty member for that course. In instances when this is not possible or the faculty response does not resolve actions that are deemed to involve academic dishonesty, the written complaint should be then filed with the faculty member's Academic Department Head. In instances when actions that involve academic dishonesty cannot be resolved within the appropriate department, the written complaint should be directed to the Academic Dishonesty Committee. The point of contact for that complaint is the Assistant Vice President for Student Success.

#### Appeal Procedure for Sanctions for Academic Dishonesty



Students have the right to appeal sanctions for academic dishonesty made against them. Students who engage in the appeals process should direct communication to the appropriate level of appeal as outlined below. Students are not allowed to continue to negotiate with the lower level of appeals as those options have been exhausted.

#### Step 1 – Instructor Level: Meet with the Instructor

It is always best to try to resolve the dispute at the lowest possible level. The student is encouraged to discuss the incident with the course instructor to reach a resolution (For example, it is possible that the situation was misunderstood, in which case the instructor can rectify the error). If the issue is not one of misunderstanding, then the student must direct their appeal in writing to the instructor/faculty member who imposed the sanction. The student has two (2) weeks, from the date the sanction was imposed, to submit a formal written appeal to the instructor. Once the instructor has received the written appeal from the student, they must respond in writing to them, within one week, as to their final decision. The written appeal must include:

1. A description of the incident;
2. A description of what occurred during the informal resolution process;
3. Any relevant documents the student wants reviewed as part of the appeal process.

#### Step 2 – Academic Department Head (or designee) Level: Meet with the Academic Department Head (or designee)

If the student is dissatisfied with the instructor's written response, the student may appeal in writing to the Academic Department Head within one week of receiving the instructor's response. If the student is initially unwilling to approach the instructor, the student may appeal the sanction directly to the Academic Department Head in writing, within two weeks of the date the sanction was imposed by the instructor. The Academic Department Head will serve as a mediator between the instructor and the student to resolve the dispute, investigate and make a recommendation based upon mediation. The Academic Department Head will respond to the student in writing, in a timely manner, about the investigation's outcome and any determination made.

#### Step 3 – Academic Dishonesty Committee: Meet with the Academic Dishonesty Committee

When the decision regarding the appeal is not resolved to the satisfaction of the student or the instructor, at the department head level, they may appeal in writing to the Academic Dishonesty Committee (ADC). The committee's purpose is to protect the rights of both the student and instructor when such situations arise. The point of contact for that complaint is the Assistant Vice President for Student Success.

To conduct an appeal to the ADC, the student or instructor must submit their case in writing to the Assistant Vice President for Student Success who serves as chair of the ADC, within six (6) weeks of the initial sanction. The ADC will consist of the chair and three members of the University's faculty. In addition, a request will be made for a student representative to be appointed by the Associated Student Government (ASG). No later than two more calendar weeks from the appeal's filing, a hearing will be convened that includes the student, the instructor, and the authority to whom the appeal was later directed. All materials reviewed by the ADC are protected, where appropriate, by Family Educational Rights and Privacy Act (FERPA) regulations.

When cases occur during summer or the January Term, the ADC will consist of three faculty members at-large. The committee can rule as to the gravity of the incident and the corresponding degree of sanction. Penalties up to and including expulsion or suspension of the student from the University may be imposed. A decision will be issued, in writing to the student, instructor, and Academic Department Head no later than one calendar week from the date of the final or concluding hearing/meeting of the ADC. Note: This timeline may be subject to change should the procedure, or a portion thereof, include school breaks or times during which the University is responding to a large-scale threat such as a public health issue. That said, the intent of the University is always to reach a decision in as timely a manner as possible.

#### Step 4 – The Vice President for Academic Affairs (VPAA) Level

In instances when the ADC issues a ruling or additional sanction, that the student or instructor wishes to further appeal, the request should be directed in writing, to the Vice President for Academic Affairs. The student or instructor, who wishes to have an appeal considered by the VPAA, must submit it within one calendar week after the ADC's decision. There is no appeal process beyond the level of the Vice President for Academic Affairs. The determination of the VPAA is final.

### **NON-DISCRIMINATORY AND DIVERSITY STATEMENTS**

The Colorado Mesa University MSAT Program and affiliated sites believe in and uphold the university's non-discriminatory and diversity statement which appears in the University Catalog as:

Colorado Mesa University does not discriminate on the basis of sex in its education programs and activities, as required by Title IX of the Education Amendments of 1972. Inquiries concerning the application of Title IX may be referred to Colorado Mesa

University's Title IX Coordinator, or to the U.S. Department of Education's Office of Civil Rights.

Colorado Mesa University extends its services to anyone regardless of age, race, color, national origin, religion, sex, disability, veteran status, or sexual orientation.

Following is the statement of philosophy on diversity which has been adopted by the faculty at Colorado Mesa University:

Colorado Mesa University is a community of scholars in the liberal arts tradition. As faculty we believe that all people, regardless of age, race, color, national origin, religion, sex, disability, veteran status, or sexual orientation, have something worthwhile to contribute and that these contributions benefit us all. Therefore, we intend that within our academic community all cultural differences will be treated with equal respect and tolerance. We desire that our students have the opportunity to appreciate the diversity of our modern world, and we encourage them to partake of the resources available within our community. As faculty we pledge ourselves to provide as many divergent cultural experiences for our students as the resources of the college and the needs of our disciplines allow.

To further tolerance and appreciation of our society's diversity, Colorado Mesa University requires that all graduates fulfill General Education requirements. In doing so we honor the validity of a liberal education. We hope that the experience will help our students understand how to appreciate the true diversity of the world. Because diversity promotes multiple opinions, techniques, viewpoints and approaches, it is not the individual courses within the General Education program which we believe will further the above-stated goals, but the whole experience of the program itself.

Colorado Mesa University expects all members of the campus community to uphold the highest standards of civil and ethical conduct and to promote a culture of respect and inclusiveness. For more information on these expectations, review the Resolution Concerning Expectations Regarding Safety, Violence, Intimidation, Abuse and Discrimination at Colorado Mesa University."

## **STUDENT WITHDRAWAL**

### Withdrawal from Individual Classes

The MSAT program is a cohort-model program where students must be enrolled continuously and enroll in the required coursework each semester. If a student must withdraw from a course, then they will need to withdraw from the MSAT program (see

Semester Withdrawal from the University below). Students should consult with the MSAT program director prior to withdrawing from a course or the program.

A student may withdraw from an individual class via MAVzone prior to the first day of the session for the course (full semester, late start, modular, or variable length). After the session has begun, the student must submit the Course Withdraw online form up to the two-thirds of the way through the course as indicated on the Important Dates website. Within the published withdraw deadline, a student will receive a "W" on the transcript which will not be calculated in the grade point average. After the published deadline, a student will receive a grade of "F" which will be calculated in the grade point average. A student with extenuating, non-academic reasons should review the emergency hardship withdraw or add/drop/withdraw exception sections.

In addition to regular withdrawal from class(es) by the student, an instructor may initiate a course withdrawal for failure to attend classes, failure to turn in assignments over an extended period of time, or for disciplinary reasons. In such cases, the instructor must observe regular withdrawal deadlines as published on the Important Dates website.

#### Emergency or Hardship Withdrawal from Individual Classes

In the case of an event that qualifies as an emergency or hardship, a student may request an Emergency or Hardship Withdrawal from an instructor after 66 percent, but before 75 percent of a course is completed. An emergency or hardship situation is defined as a significant, unexpected non-academic circumstance beyond the student's control and is granted at the discretion of the instructor. Failing, poor performance in a course, or other academic-related reasons do not constitute circumstances for an emergency withdrawal.

A student seeking an Emergency or Hardship Withdrawal must consult the instructor and submit the online form by the deadline. Substantiating documentation (e.g., doctor's notes, court documents, death certificates) may be required at the request of the instructor.

#### Semester Withdrawal from the University

A student who desires to withdraw totally from all classes in a semester are advised to discuss their situation with their faculty advisor and/or IRIS prior to withdrawing. Prior to the first day of the semester, a student may totally withdraw from Colorado Mesa University by dropping all classes via MAVzone. After the semester has begun, a student must submit the Semester Withdraw online form. See the calendar on the Important Dates website for course drop and withdraw details. Each course will be processed based on the start and

end dates for the course session (full semester, late start, modular or other variable length). In the first 15% of the course session, the course will be dropped. After the drop and up to the two-thirds of the session, the withdrawn course will be denoted with a "W" on the transcript which will not be calculated in the grade point average. After two-thirds of the session, a grade of "F" will be assigned to the course which will be calculated in the grade point average. Courses that have been completed with an earned grade will retain the earned grade (include "F"s). A student with extenuating, non-academic reasons should review the add/drop/withdraw exception section.

#### Add/Drop/Withdraw Exceptions

Exceptions to add, drop or withdrawal deadlines are rare. To be considered, evidence of substantial and unexpected non-academic circumstances outside the student's control must be provided. To file an Enrollment Appeal, the student must supply a written request explaining the situation along with supporting documentation to the Registrar's Office within six months after the end of the semester being appealed. At the end of the six month period, the registration record is considered final and no further registration or tuition adjustments will be considered. The Enrollment Appeals Committee will review the provided documentation, course feedback from faculty and related enrollment information pertinent to the request. Filing an appeal does not guarantee approval.

#### **REFUND OF TUITION AND FEES POLICY**

Once the term starts, the student is liable for tuition and course fees on any registered course regardless of attendance. It is the student's responsibility to seek guidance on how a change to their course schedule affects Financial Aid disbursements prior to making any changes. To qualify for a full refund of tuition and course fees, the student must complete a Semester Withdraw request by the end of the second day of the term for 8-16 week courses or by the end of the first day of the term for all courses less than eight weeks. Following the applicable 1-2 day grace period up to the course drop dates, a Semester Withdraw request reverses tuition and course fees for all dropped courses except a \$225 partial tuition assessment. After the drop deadline, withdrawing from classes does not adjust tuition and course fees.

Students who stay registered for at least one class may add and drop courses within the published deadlines and will result in adjustments to tuition and fees to reflect the student's updated course schedule. After the drop deadline, withdrawing from a class does not adjust tuition and course fees.

Students must officially add, drop, or withdraw from courses as noted in the [Registration Policies](#) section in this catalog and by the registration dates published on the [Important Dates](#) page.

## **HEALTH POLICY STATEMENT**

Before students begin the clinical experiences in athletic training courses and the off-campus clinical rotations they must sign an official technical standards for admission document stating that they possess:

1. The mental capacity to assimilate, analyze, synthesize, and integrate athletic training concepts into clinical practice;
2. Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations;
3. The ability to communicate effectively and sensitively with patients and colleagues;
4. The capacity to maintain composure and continue to function well during periods of high stress.

Prior to beginning the clinical experiences in athletic training courses and the off-campus clinical rotations, students must provide documentation of MMR vaccines, a completed Tuberculosis test, a completed Hepatitis B vaccination series, or documentation that the series has been started, and a completed medical history questionnaire and pre-participation physical examination performed by a qualified physician. The above-mentioned documentation is kept secure in the student's file.

MSAT students have access to the various health care services afforded to all students on campus. These services include the CMU Student Health Services Center, and six free mental health counseling sessions with a mental health center affiliated with the university, should such services be required. All MSAT students are required to maintain a current health insurance policy. Injuries received while completing required clinical rotations as part of the MSAT program are the student's responsibility; however, the University's liability insurance may be available.

The MSAT program is committed to making reasonable accommodations to qualified applicants should the need arise. For example, should a qualified applicant have a medical or physical disability which requires them to use a wheelchair, accommodation such as wider treatment stations or lower taping tables will be made. Should an MSAT student have an active communicable disease, the student shall be excused from all course and clinical experience requirements, with a physician's note, until a qualified physician has deemed the individual to be in a non-contagious state.

## **RISK OF INJURY WHILE COMPLETING CLINICAL EXPERIENCES AND INSURANCE COVERAGE**

As with any activity, there is a chance that you might become injured or exposed to blood borne pathogens while completing your clinical experiences as a student in the MSAT. These injuries or exposures may occur when moving supplies or equipment, assisting injured patients, evaluating injured patients, or by inadvertent involvement in a play or drill. Injuries received while completing clinical rotations at Colorado Mesa University are the student's responsibility; however, the University's liability insurance may be available. If an injury or exposure occurs as a direct involvement of your activities as a student in the MSAT certain medical expenses for your injury may be covered by athletic insurance. Except for situations of a true medical emergency, the preceptor must be notified.

**All athletic training students are required to maintain a current health insurance policy and professional liability insurance**

## **APPENDIX 1 – NATA CODE OF ETHICS**





## **CODE OF ETHICS**

*Including Shared Professional Values*

*Revised May 2022*

National Athletic Trainers' Association  
1620 Valwood Parkway, Suite 115  
Carrollton, TX 75006  
214-637-6282

## Preamble

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

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

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

The Appendix to the Code of Ethics reveals a definition and sample behaviors for each shared PV.

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

*(PRINCIPLE 1 is associated with the PV of Respect, Caring & Compassion, and Competence.)*

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

### ***PRINCIPLE 2. MEMBERS SHALL COMPLY WITH THE LAWS AND REGULATIONS GOVERNING THE PRACTICE OF ATHLETIC TRAINING, NATIONAL ATHLETIC TRAINERS' ASSOCIATION (NATA) MEMBERSHIP STANDARDS, AND THE NATA CODE OF ETHICS***

*(PRINCIPLE 2 is associated with the PV of Accountability.)*

- 2.1. Members shall comply with applicable local, state, federal laws, and any state athletic training practice acts.
- 2.2. Members shall understand and uphold all NATA Standards and the Code of Ethics.
- 2.3. Members shall refrain from, and report illegal or unethical practices related to athletic training.
- 2.4. Members shall cooperate in ethics investigations by the NATA, state professional licensing/regulatory boards, or other professional agencies governing the athletic training profession. Failure to fully cooperate in an ethics investigation is an ethical violation.

- 2.5. Members must not file, or encourage others to file, a frivolous ethics complaint with any organization or entity governing the athletic training profession such that the complaint is unfounded or willfully ignore facts that would disprove the allegation(s) in the complaint.
- 2.6. Members shall refrain from substance and alcohol abuse. For any member involved in an ethics proceeding with NATA and who, as part of that proceeding is seeking rehabilitation for substance or alcohol dependency, documentation of the completion of rehabilitation must be provided to the NATA Committee on Professional Ethics as a requisite to complete a NATA membership reinstatement or suspension process.

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

*(PRINCIPLE 3 is associated with the PV of Caring & Compassion, Accountability.)*

- 3.1. Members shall not misrepresent, either directly or indirectly, their skills, training, professional credentials, identity, or services.
- 3.2. Members shall provide only those services for which they are qualified through education or experience and which are allowed by the applicable state athletic training practice acts and other applicable regulations for athletic trainers.
- 3.3. Members shall provide services, make referrals, and seek compensation only for those services that are necessary and are in the best interest of the patient as delineated by professional statements and best practices.
- 3.4. Members shall recognize the need for continuing education and participate in educational activities that enhance their skills and knowledge and shall complete such educational requirements necessary to continue to qualify as athletic trainers under the applicable state athletic training practice acts.
- 3.5. Members shall educate those whom they supervise in the practice of athletic training about the Code of Ethics and stress the importance of adherence.
- 3.6. Members who are researchers or educators must maintain and promote ethical conduct in research and educational activities.

***PRINCIPLE 4. MEMBERS SHALL NOT ENGAGE IN CONDUCT THAT COULD BE CONSTRUED AS A CONFLICT OF INTEREST, REFLECTS NEGATIVELY ON THE ATHLETIC TRAINING PROFESSION, OR JEOPARDIZES A PATIENT'S HEALTH AND WELL-BEING.***

*(PRINCIPLE 4 is associated with the PV of Respect.)*

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

## Athletic Training's Shared Professional Values

*Established from research conducted by the NATA Professional Responsibility in Athletic Training Committee in 2020, the following are the five shared professional values of athletic training.*

**Caring & Compassion** is an intense concern and desire to help improve the welfare of another.

Sample behaviors include:

- 1) Listening for understanding and a readiness to help.
- 2) Focusing on achieving the greatest well-being and the highest potential for others.
- 3) Spending the time needed to provide quality care.

**Integrity** is a commitment that is internally motivated by an unyielding desire to do what is honest and right.

Sample behaviors include:

- 1) Providing truthful, accurate and relevant information.
- 2) Abiding by the rules, regulations, laws and standards of the profession.
- 3) Using applicable professional standards and established policies and procedures when taking action or making decisions.

**Respect** is the act of imparting genuine and unconditional appreciation and value for all persons.

Sample behaviors include:

- 1) Engaging in active listening when communicating with others.
- 2) Acknowledging and expressing concern for others and their well-being.
- 3) Acting in light of the belief that the person has value.

**Competence** is the ability to perform a task effectively with desirable outcomes.

Sample behaviors include:

- 1) Thinking critically, demonstrating ethical sensitivity, committing to evidence-based practice, delivering quality skills and effective collaboration.
- 2) Making sound decisions while demonstrating integrity.
- 3) Ongoing continuous quality assessment and improvement.

**Accountability** is a willingness to be responsible for and answerable to one's own actions.

Sample behaviors include:

- 1) Acknowledging and accepting the consequences of one's own actions.
- 2) Adhering to laws, codes, practice acts and standards that govern professional practice.
- 3) Assuming responsibility for learning and change.

## **APPENDIX 2 – BOC STANDARDS OF PROFESSIONAL PRACTICE**





# BOC Standards of Professional Practice

VERSION 3.5 - PUBLISHED DECEMBER 2023  
IMPLEMENTED JANUARY 2024



# Introduction



## BOARD OF CERTIFICATION

The BOC was incorporated in 1989 as a not-for-profit credentialing agency to provide a certification program for the entry-level athletic training profession. The BOC establishes both the standards for the practice of athletic training and the continuing education requirements for BOC Certified Athletic Trainers (ATs).

The BOC works with state regulatory agencies to provide credential information, professional conduct guidelines and regulatory standards on certification issues. The BOC also has the only entry-level accredited certification program for ATs in the United States and has an International Arrangement with Athletic Rehabilitation Therapy Ireland (ARTI), British Association of Sport Rehabilitators (BASRaT) and Canadian Athletic Therapists Association (CATA).

In 2021, the BOC Orthopedic Specialty Certification (orthopedic specialty) for ATs was launched. The Board Certified Specialist in Orthopedics (BCS-O) credential is available to ATs who have acquired specialized education and focused experience in orthopedics beyond the requirements for the ATC® credential. It is the first and only board-certified specialty for ATs who specialize in orthopedics and it is backed by the BOC's rigorous process and standards.

The BOC is the only accredited certification program for Athletic Trainers in the United States. Every five years, the BOC must undergo review and re-accreditation by the National Commission for Certifying Agencies (NCCA). The NCCA is the accreditation body of the Institute of Credentialing Excellence.

## CERTIFIED ATHLETIC TRAINERS

The BOC certifies ATs and identifies, for the public, quality health care professionals through a system of certification, adjudication, standards of practice and continuing competence programs. Athletic Trainers are health care professionals who collaborate with physicians to optimize activity and participation of patients and clients. Athletic training encompasses the prevention, diagnosis and intervention of emergency, acute and chronic medical conditions involving impairment, functional limitations and disabilities.

## BOARD CERTIFIED SPECIALIST

Specialty certification identifies ATs who have clinical practice abilities beyond the ATC® credential. These abilities will be identified via demonstration of post-professional education and training (e.g., CAATE-accredited residency and/ or employment and experience) and passing of a specialty certification exam. The specialty certification demonstrates an ability to enhance quality of patient care, optimize clinical outcomes, increase cost-effectiveness, provide value-based care and improve patients' health-related quality of life within a specialized area of athletic training practice.

## BOC MISSION

Provide exceptional credentials and standards the public can trust

## BOC VISION

Lead credentialing excellence globally

## BOC VALUES

Each day we:

- exhibit **INTEGRITY** through transparency, honesty, and accountability
- uphold **FAIRNESS** through quality credentialing standards and practices
- foster a devoted **SERVICE** culture through a commitment to exceed stakeholder expectations
- promote **COLLABORATION** through strong partnerships and diverse perspectives



# Introduction

## BOC COMMITMENT

**Our Responsibility:** In line with our responsibility of public protection, the BOC is dedicated to inclusion, diversity, equity and advocacy.

**Our Goal:** Our ultimate mission is to protect the public - a serious responsibility. The population includes everyone and all its diversity. The BOC must be diligently aware, equitable and inclusive to provide protection to our constituents.

## STANDARDS OF PROFESSIONAL PRACTICE

The “BOC Standards of Professional Practice” are reviewed by the BOC Standards Committee and recommendations are provided to the BOC Board of Directors. The BOC Standards Committee is comprised of Athletic Trainer and/or public members. The BOC Board of Directors includes six Athletic Trainer Directors, one Physician Director, one Public Director and one Corporate/Educational Director.

The Practice Standards and Code of Professional Responsibility defined in this document have been constructed in alignment with the BOC’s mission, vision, values and the BOC’s commitment to inclusion, diversity, equity, and advocacy outlined above.

The “BOC Standards of Professional Practice” consists of two sections:

- I. Practice Standards
- II. Code of Professional Responsibility

## GLOSSARY

**Culturally Congruent Practice** is patient centered care; a dynamic interaction in which patient and family preferences are skillfully addressed by being inclusive of cultural values, beliefs, influences, worldview, and practices.

**Worldview** is a collection of attitudes, values, stories and expectations about the world around all of us, which informs our every thought and action.





# I. Practice Standards

## CERTIFIED ATHLETIC TRAINERS

### PREAMBLE

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

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

### STANDARD 1: DIRECTION

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

### STANDARD 2: PREVENTION

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

### STANDARD 3: IMMEDIATE CARE

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

### STANDARD 4: EXAMINATION, ASSESSMENT AND DIAGNOSIS

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

### STANDARD 5: THERAPEUTIC INTERVENTION

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

### STANDARD 6: PROGRAM DISCONTINUATION

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

### STANDARD 7: ORGANIZATION AND ADMINISTRATION

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

### STANDARD 8: CULTURALLY CONGRUENT PRACTICE

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



## BOARD CERTIFIED SPECIALIST

### PREAMBLE

BOC specialty certification is a voluntary process by which an Athletic Trainer earns formal recognition of their advanced education and experience within a specialized area of clinical practice.

Compliance with the Practice Standards are mandatory for every individual who holds the ATC® credential. The BOC board-certified specialist must maintain the ATC® credential; therefore, the specialist must comply with the Practice Standards. The essential duties and obligations of the BOC board-certified specialist are also directed by the current practice analysis for the respective specialty. The BOC does not express an opinion on the competence or warrant job performance of specialty credential holders; however, every specialist and specialist applicant agrees to comply with the Practice Standards for the respective specialty.

### BOARD CERTIFIED SPECIALIST - ORTHOPEDICS (BCS-O)

Passage of the BOC Orthopedic Specialty Exam signifies a standard level of knowledge in the following domains that signify the major responsibilities or duties that characterize orthopedic specialty practice:

#### STANDARD 1: MEDICAL KNOWLEDGE

The Orthopedic Specialist performs and synthesizes a comprehensive evaluation that includes, but is not limited to, interpreting patient history, completing a physical examination, and identifying appropriate diagnostic studies to formulate a differential diagnosis, educate the patient and formulate a plan of care to optimize patient-centered care.

#### STANDARD 2: PROCEDURAL KNOWLEDGE

The Orthopedic Specialist implements a plan of care and provides procedural and/or operative care (pre-, intra-, and/or post-) to ensure optimal patient outcomes.

#### STANDARD 3: PROFESSIONAL PRACTICE

The Orthopedic Specialist collaborates with an interdisciplinary health care team to establish processes and quality care programs that promote value-based care, population health strategies and cost containment to improve patient outcomes.





# II. Code of Professional Responsibility

## PREAMBLE

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

## CODE 1: PATIENT CARE RESPONSIBILITIES

The Athletic Trainer, specialist or applicant:

- 1.1 Renders quality patient care regardless of the patient’s age, gender, sex, race, religion, disability, sexual orientation, gender identity, or any other characteristic including those protected by law.
- 1.2 Protects the patient from undue harm and acts always in the patient’s best interest and is an advocate for the patient’s welfare, including taking appropriate action to protect patients from health care providers or athletic training students who are, impaired or engaged in illegal or unethical practice.
- 1.3 Demonstrates sound clinical judgment that is based upon current knowledge, evidence-based guidelines and the thoughtful and safe application of resources, treatments and therapies.
- 1.4 Communicates effectively and truthfully with patients and other persons involved in the patient’s program, while maintaining privacy and confidentiality of patient information in accordance with applicable law.
  - 1.4.1 Demonstrates respect for cultural diversity and understanding of the impact of cultural and religious values.
- 1.5 Develops and maintains a relationship of trust and confidence with the patient and/or the parent/guardian of a minor patient and does not exploit the relationship for personal or financial gain.
- 1.6 Does not engage in intimate or sexual activity with a patient and/or the parent/guardian of a minor patient.
- 1.7 Informs the patient and/or the parent/guardian of a minor patient of any risks involved in the treatment plan.
  - 1.7.1 Does not make unsupported claims about the safety or efficacy of treatment.

- 1.8 Does not practice athletic training, or otherwise render patient care, while under the influence of alcohol, drugs, or any other substance that may or is likely to impair the Athletic Trainer’s ability to render quality, skilled care to the patient.

## CODE 2: COMPETENCY

The Athletic Trainer, specialist or applicant:

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

## CODE 3: PROFESSIONAL RESPONSIBILITY

The Athletic Trainer, specialist or applicant:

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

## II. Code of Professional Responsibility

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

### CODE 4: RESEARCH

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

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

### CODE 5: SOCIAL RESPONSIBILITY

The Athletic Trainer, specialist or applicant:

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

### CODE 6: BUSINESS PRACTICES

The Athletic Trainer, specialist or applicant:

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

## **APPENDIX 3 – COMMUNICABLE DISEASE POLICY**

## Communicable Disease Policy

Any student suspected of or diagnosed with any of the following contagious diseases will be referred to the Colorado Mesa University Student Wellness Center or student's personal physician for further diagnosis and treatment. The student will be allowed to return to their assigned rotation when released by the Student Wellness Center or attending physician. A written copy of a Release to Return to Work/Activity must be presented to the Athletic Training Program Director, Clinical Education Coordinator, and the preceptor supervising the rotation.

- Chickenpox (Varicella )
- Coxsackie Virus (Hand, Foot and Mouth Disease )
- Diphtheria
- Fifth Disease (Parvovirus)
- Haemophilus Influenza Type b
- Hepatitis (A,B,C)
- Impetigo
- Infectious Mononucleosis (Epstein-Barr Virus)
- Measles, Mumps, and Rubella (German Measles)
- Meningitis (Bacterial or Viral)
- Pediculosis (Lice)
- Pertussis (Whooping Cough)
- Pneumonia
- Respiratory Syncytial Virus Infection (RSV)
- Ringworm
- Scabies
- Staphylococcus Infections (including MRSA)
- Streptococcal Infections
- Tuberculosis

Additional information regarding the individual diseases is available at

<http://health.mesacounty.us/disease/index.cfm>

<http://www.cdphe.state.co.us/dc/index.html>

<http://www.health.state.ny.us/diseases/communicable/>

## **APPENDIX 4 – STUDENT HANDBOOK CONSENT FORM**

## Student Handbook Informed Consent

I hereby attest my understanding that the Colorado Mesa University MSAT Athletic Student Handbook is an on-line document located on the Athletic Training Program website. I agree to abide by the Student Handbook and further understand that this Student Handbook may be revised. I acknowledge my responsibility to review the Student Handbook prior to beginning each semester so that I may learn of recent revisions. I understand that revisions will be posted on the internet for my review and furthermore, I am subject to adhere to any verbal or revised written policies and procedures that are communicated to me by the MSAT Program Director or Coordinator of Clinical Education.

Failure to adhere to any and all verbal or written policies and procedures will result in disciplinary action that may include a reprimand, suspension, or dismissal from the Colorado Mesa University MSAT Program.

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Student Printed Name

---

Student Signature

---

Date



## **APPENDIX 5 – TECHNICAL STANDARDS**

## Technical Standards

As a Master of Science in Athletic Training (MSAT) student, you will be providing athletic training services at a variety of clinical sites. The MSAT at Colorado Mesa University has developed guidelines to safeguard the well-being of the athletic training students and the athletes.

1. Upon acceptance into the MSAT, all newly admitted students are required to complete and submit a physical examination performed by a licensed physician. As a portion of this physical examination, the physician must complete the accompanying document to verify vaccination records and the ability of the student to pursue unrestricted performance of athletic training skills and responsibilities or to identify conditions that would place the student at increased risk of injury or illness. The physical examination may be completed by your own personal physician or at the Colorado Mesa University Student Health Center.
  - a. Students must comply with the MSAT Program Policy on required immunizations and screenings. This includes:
    - a. 2-step TB Test- note- this is a 2-step test! Meaning you must do the test two times about 1 month apart.
    - b. Measles, Mumps, Rubella (MMR)
    - c. Tetanus-Diphtheria-Pertussis (Tdap)
    - d. Varicella (Chickenpox) immunity (either (+) chickenpox proof or Varicella immunization)
    - e. Influenza (will be required by Oct.1 of first year in program)
    - f. Hepatitis B (optional but recommended)
    - g. COVID Vaccine
      - i. Note: COVID-19 Vaccine- Programmatically we do not mandate the COVID-19 vaccine, however some of our clinical sites do require it. Our policy reads: "Due to the requirements of our program clinical partners, students may also be required to receive the annual flu shot in the fall and the COVID-19 vaccination. Students who have medical contraindications or qualify for an exemption to receiving these vaccinations must provide documentation from a medical provider. Any athletic training student that chooses not to meet the immunization and health screening requirements or does not complete an exemption, may be unable to complete their required clinical experiences and risk delay in graduation."
  - b. Athletic training students should be physically capable of performing cardiopulmonary resuscitation (CPR) and basic emergency care procedures.
  - c. Athletic trainers frequently lift and carry loads (coolers, ice chests, spine boards) in the performance of their duties. Students with medical conditions that contraindicate or restrict these activities should notify the MSAT Program Director. The MSAT Program Director will work with the athletic training student and his or her physician to establish a reasonable, medically prudent plan to protect the health of the student. The athletic training student is responsible for

advising preceptors regarding medically imposed limitations related to the student's performance of restricted athletic training related duties.

Colorado Mesa University does not discriminate against persons with disabilities in its admissions process or the selective admissions process for individual programs. Students with documented disabilities who anticipate special needs with any aspect of the MSAT Program including the clinical experiences are urged to contact Educational Access Services. The faculty of the athletic training program will cooperate with Educational Access Services to make reasonable accommodations for students with documented disabilities admitted to the program.

The attached form, the medical history form, and the physical examination form are to be completed by the attending physician who completes the physical examination on behalf of the student.

**Technical Standards to be completed by Student**

As part of this physical health appraisal, I, \_\_\_\_\_, attest that I possess: (print name)

1. The mental capacity to assimilate, analyze, synthesize, and integrate athletic training concepts into clinical practice,
2. Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations,
3. The ability to communicate effectively and sensitively with patients and colleagues, and
4. The capacity to maintain composure and continue to function well during periods of high stress.

---

Student Signature

Date

## **APPENDIX 6 – CLINICAL HOURS INFORMED CONSENT FORM**

## Clinical Hours Informed Consent Form

I understand that only clinical hours completed at Colorado Mesa University, or a site approved by the program, are acceptable and must be endorsed by an assigned preceptor, the clinical education coordinator, or the program director. The clinical hours expectations are outlined in the table below. This expectation may include clinical experiences that occur prior to 8 am, after 5 pm, on the weekends, and occasionally during university holidays or breaks. It is not an expectation, nor is it a requirement, that an athletic training student be present at all practices and games. It is the expectation that an athletic training student is present enough to complete the requirements of the student's clinical education course.

	Course	Pre-Semester (2 weeks prior to semester start)	Semester Hours/Week Min	Semester Hours/Week Max	Semester Hours Total Min	Semester Hours Total Max
<b>Year 1</b>						
Fall Module 1	ATRN 531	25-30 hrs/wk <sup>#</sup> (required)	18	20	144	160
Fall Module 2	ATRN 531		20	22	160	176
				<b>Total</b>	<b>300*</b>	<b>400</b>
Spring Module 1	ATRN 532	25-30 hrs/wk <sup>#</sup> (optional, not required)	20	22	160	176
Spring Module 2	ATRN 532		20	22	160	176
				<b>Total</b>	<b>300*</b>	<b>400</b>
<b>Year 2</b>						
Fall	ATRN 536	30-40 hrs/wk <sup>#</sup>	30	40	<b>450*</b>	<b>650</b>
Spring	ATRN 537	30-40 hrs/wk <sup>#</sup>	30	40	<b>450*</b>	<b>650</b>
				<b>Program Total</b>	<b>1500</b>	<b>2100</b>

# Pre-semester hours count towards semester minimum/maximum requirements.

\* Total semester minimums take into consideration potential missed time due to illness, family emergency, preceptor travel, etc. Total minimum could be lower based on these factors and/or permission from the Coordinator of Clinical Education.

By signing this document, I hereby acknowledge that I have read this policy and have had all questions regarding clinical hours answered to my satisfaction. I agree to follow the policies and procedures of the athletic training program including policies related to clinical hours.

---

Student Printed Name

---

Student Signature

---

Date

## **APPENDIX 7 – BLOOD BORNE PATHOGENS INFORMED CONSENT FORM**

## Blood Borne Pathogens Informed Consent Form

Due to the potential for exposure of athletic trainers and athletic training students to blood and other potentially infectious materials in the performance of their responsibilities, there is a risk of acquiring Hepatitis and/or Human Immuno-deficiency Virus (HIV) infection. A vaccination is available for Hepatitis B (HBV). HBV is a serious and potentially life-threatening disease. Athletic training students are strongly advised to be vaccinated against HBV. Vaccination requires a series of three injections over a six-month period. As with all such procedures, there is a cost involved. The vaccination series is available through Colorado Mesa University Health Services for a nominal fee or may be obtained from the student's family physician or county health department. Some insurers may cover the cost of the vaccination. Because maximum protection requires all three injections, students should begin injections upon acceptance to the MSAT Program.

There is no vaccination against HIV at this time. Universal precautions have been developed to protect health care workers from HIV. You will receive training in these procedures annually. The physicians and athletic training staff have also received training in universal precautions and are available to assist should you have any questions or need assistance. The necessary supplies for universal precautions are available in all athletic training facilities and should be taken to all athletic practices and competitions.

If you have any questions regarding HBV, the HBV vaccine, HIV, or universal precautions, please contact your family physician or the Colorado Mesa University Health Services.

Please indicate by your signature below that you understand the risks described herein and that you have either 1) received or initiated the series of vaccinations for HBV, or 2) understand the risk of HBV transmission and infection and the seriousness of the disease but have elected not to receive the vaccinations. **Please sign in only one space below indicating your informed choice.**

- 1) I have completed or initiated the vaccination series for Hepatitis B.

Please Print Name	Signature	Date
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- 2) I have received and understand the information contained on this form and instructed by the athletic training faculty and staff and have elected not to receive the vaccination for Hepatitis B.

Please Print Name	Signature	Date
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## **APPENDIX 8 – RELEASE OF INFORMATION INFORMED CONSENT FORM**



### **Release of Information Informed Consent**

I give my consent to release in writing or verbally, any academic or clinical performance information related to my progress as an athletic training student. This information will be held in strict confidence among the preceptors, supervisors, advisors, and faculty of the Colorado Mesa University Master of Science in Athletic Training Program. I understand that no information can be released without this signed consent. This consent form is valid from the date signed until consent is withdrawn in writing.

---

Student Printed Name

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Student Signature

---

Date

## **APPENDIX 9 – TRAVEL INFORMED CONSENT FORM**

### Travel Informed Consent Form

I hereby agree to accept clinical assignments through the MSAT Clinical Education courses at Colorado Mesa University, and I agree to the following terms:

I understand that this agreement will involve travel to off-campus clinical sites. I understand that acceptance of this off-campus assignment is optional and that the responsibilities to travel to the site are my own. I hereby give my informed consent and agree to release and hold harmless Colorado Mesa University, its trustees, officers, and employees for any liability for any travel-related incidents. Such incidents include but are not limited to accidents, moving violations, parking tickets, or automobile insurance premium increases or policy cancellation from any other losses, claims, damages, or injuries incurred as a part of travel to and from the clinical site. Further, I am solely responsible for transportation to and from the off-campus sites that may include bus fare or ride sharing.

***I understand that I am never obligated to transport athletes (injured or uninjured) in my personal vehicle or otherwise use my personal vehicle in the performance of my clinical responsibilities. I acknowledge that I assume responsibility for events should I choose to use my personal vehicle. This practice is strongly discouraged by the MSAT Program.***

By signing below, I hereby accept full responsibility for program-related travel.

---

Student Printed Name

---

Student Signature

---

Date

## **APPENDIX 10 – STUDENT PHYSICAL INFORMED CONSENT FORM & PHYSICAL EXAM FORMS**

## STUDENT PHYSICAL INFORMED CONSENT FORM

As an athletic training student, you will be providing athletic training services at a variety of clinical sites. The Athletic Training Program at Colorado Mesa University has developed guidelines to safeguard the well-being of the athletic training students and the athletes.

1. Upon acceptance into the MSAT program, all newly admitted students are required to complete and submit a physical examination performed by a licensed physician. As a portion of this physical examination, the physician must complete the accompanying document (or similar) to verify vaccination records and the ability of the student to pursue unrestricted performance of athletic training skills and responsibilities or to identify conditions that would place the student at increased risk of injury or illness. The physical examination may be completed by your own personal physician or at the Colorado Mesa University Student Health Center.
  - a. Students must comply with the University Health Services Policy on required immunizations and screenings. This should include a tuberculin (TB) skin test. In addition, vaccinations against Hepatitis B (HBV) and tetanus are strongly advised as is the varicella vaccine against chicken pox for those who have not had the disease.
  - b. Athletic training students should be physically capable of performing cardiopulmonary resuscitation (CPR) and basic emergency care procedures.
  - c. Athletic trainers frequently lift and carry loads (coolers, ice chests, spine boards) in the performance of their duties. Students with medical conditions that contraindicate or restrict these activities should notify the Athletic Training Program Director. The program director will work with the athletic training student and his or her physician to establish a reasonable, medically prudent plan to protect the health of the student. The athletic training student is responsible for advising the preceptors regarding medically imposed limitations related to the student's performance of restricted athletic training related duties.

Colorado Mesa University does not discriminate against persons with disabilities in its admissions process or the selective admissions process for individual programs. Students with documented disabilities who anticipate special needs with any aspect of the MSAT Program including the clinical education requirements are urged to contact Educational Access Services. The faculty of the athletic training program will cooperate with Educational Access Services to make reasonable accommodations for students with documented disabilities admitted to the program.

## ■ PREPARTICIPATION PHYSICAL EVALUATION

### HISTORY FORM

Note: Complete and sign this form (with your parents if younger than 18) before your appointment.

Name: \_\_\_\_\_ Date of birth: \_\_\_\_\_

Date of examination: \_\_\_\_\_ Sex assigned at birth (F, M, or intersex): \_\_\_\_\_

How do you identify your gender? (F, M, non-binary, or another gender): \_\_\_\_\_

Have you had COVID-19? (check one): ☐ Y ☐ N

Have you been immunized for COVID-19? (check one): ☐ Y ☐ N If yes, have you had: ☐ One shot ☐ Two shots

☐ Three shots ☐ Booster date(s) \_\_\_\_\_

List past and current medical conditions. \_\_\_\_\_

Have you ever had surgery? If yes, list all past surgical procedures. \_\_\_\_\_

Medicines and supplements: List all current prescriptions, over-the-counter medicines, and supplements (herbal and nutritional). \_\_\_\_\_

Do you have any allergies? If yes, please list all your allergies (ie, medicines, pollens, food, stinging insects). \_\_\_\_\_

#### Patient Health Questionnaire Version 4 (PHQ-4)

Over the last 2 weeks, how often have you been bothered by any of the following problems? (Circle response.)

	Not at all	Several days	Over half the days	Nearly every day
Feeling nervous, anxious, or on edge	0	1	2	3
Not being able to stop or control worrying	0	1	2	3
Little interest or pleasure in doing things	0	1	2	3
Feeling down, depressed, or hopeless	0	1	2	3

(A sum of  $\geq 3$  is considered positive on either subscale [questions 1 and 2, or questions 3 and 4] for screening purposes.)

GENERAL QUESTIONS (Explain "Yes" answers at the end of this form. Circle questions if you don't know the answer.)		Yes	No
1. Do you have any concerns that you would like to discuss with your provider?			
2. Has a provider ever denied or restricted your participation in sports for any reason?			
3. Do you have any ongoing medical issues or recent illness?			
HEART HEALTH QUESTIONS ABOUT YOU		Yes	No
4. Have you ever passed out or nearly passed out during or after exercise?			
5. Have you ever had discomfort, pain, tightness, or pressure in your chest during exercise?			
6. Does your heart ever race, flutter in your chest, or skip beats (irregular beats) during exercise?			
7. Has a doctor ever told you that you have any heart problems?			
8. Has a doctor ever requested a test for your heart? For example, electrocardiography (ECG) or echocardiography.			

HEART HEALTH QUESTIONS ABOUT YOU (CONTINUED)		Yes	No	
9. Do you get light-headed or feel shorter of breath than your friends during exercise?				
10. Have you ever had a seizure?				
HEART HEALTH QUESTIONS ABOUT YOUR FAMILY		Unsure	Yes	No
11. Has any family member or relative died of heart problems or had an unexpected or unexplained sudden death before age 35 years (including drowning or unexplained car crash)?				
12. Does anyone in your family have a genetic heart problem such as hypertrophic cardiomyopathy (HCM), Marfan syndrome, arrhythmogenic right ventricular cardiomyopathy (ARVC), long QT syndrome (LQTS), short QT syndrome (SQTS), Brugada syndrome, or catecholaminergic polymorphic ventricular tachycardia (CPVT)?				
13. Has anyone in your family had a pacemaker or an implanted defibrillator before age 35?				



## ■ PREPARTICIPATION PHYSICAL EVALUATION

### PHYSICAL EXAMINATION FORM

Name: \_\_\_\_\_ Date of birth: \_\_\_\_\_

#### PHYSICIAN REMINDERS

- Consider additional questions on more-sensitive issues.
  - Do you feel stressed out or under a lot of pressure?
  - Do you ever feel sad, hopeless, depressed, or anxious?
  - Do you feel safe at your home or residence?
  - Have you ever tried cigarettes, e-cigarettes, chewing tobacco, snuff, or dip?
  - During the past 30 days, did you use chewing tobacco, snuff, or dip?
  - Do you drink alcohol or use any other drugs?
  - Have you ever taken anabolic steroids or used any other performance-enhancing supplement?
  - Have you ever taken any supplements to help you gain or lose weight or improve your performance?
  - Do you wear a seat belt, use a helmet, and use condoms?
- Consider reviewing questions on cardiovascular symptoms (Q4–Q13 of History Form).

EXAMINATION		
Height: _____	Weight: _____	
BP: _____ / _____ ( _____ / _____ )	Pulse: _____	Vision: R 20/ _____ L 20/ _____ Corrected: <input type="checkbox"/> Y <input type="checkbox"/> N
COVID-19 VACCINE		
Previously received COVID-19 vaccine: <input type="checkbox"/> Y <input type="checkbox"/> N		
Administered COVID-19 vaccine at this visit: <input type="checkbox"/> Y <input type="checkbox"/> N If yes: <input type="checkbox"/> First dose <input type="checkbox"/> Second dose <input type="checkbox"/> Third dose <input type="checkbox"/> Booster date(s) _____		
MEDICAL	NORMAL	ABNORMAL FINDINGS
Appearance <ul style="list-style-type: none"> <li>Marfan stigmata (kyphoscoliosis, high-arched palate, pectus excavatum, arachnodactyly, hyperlaxity, myopia, mitral valve prolapse [MVP], and aortic insufficiency)</li> </ul>		
Eyes, ears, nose, and throat <ul style="list-style-type: none"> <li>Pupils equal</li> <li>Hearing</li> </ul>		
Lymph nodes		
Heart <sup>a</sup> <ul style="list-style-type: none"> <li>Murmurs (auscultation standing, auscultation supine, and ± Valsalva maneuver)</li> </ul>		
Lungs		
Abdomen		
Skin <ul style="list-style-type: none"> <li>Herpes simplex virus (HSV), lesions suggestive of methicillin-resistant <i>Staphylococcus aureus</i> (MRSA), or tinea corporis</li> </ul>		
Neurological		
MUSCULOSKELETAL	NORMAL	ABNORMAL FINDINGS
Neck		
Back		
Shoulder and arm		
Elbow and forearm		
Wrist, hand, and fingers		
Hip and thigh		
Knee		
Leg and ankle		
Foot and toes		
Functional <ul style="list-style-type: none"> <li>Double-leg squat test, single-leg squat test, and box drop or step drop test</li> </ul>		

Name of health care professional (print or type): \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Signature of health care professional: \_\_\_\_\_, MD, DO, NP, or PA