

.ACCOUNTABILITY.RESPONSIBILITY.RESPECT.

PROGRAM POLICIES AND PROCEDURES

UConn

MASTERS IN ATHLETIC TRAINING _ STORRS, CT.

UNIVERSITY OF CONNECTICUT
College of Agriculture, Health and Natural Resources
Department of Kinesiology
Masters in Athletic Training

Policies and Procedures Manual
Revised May 2025

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Scope of the Athletic Training Program Policies & Procedures Manual

The information in this manual is not intended to be fully comprehensive. While every effort is made to keep all these sources accurate, up-to-date, and in agreement with one another, occasional discrepancies may occur. They will be resolved by consulting with the program director. Policies may change, and these changes will be announced verbally and/or in writing to all faculty, students, administrators, and preceptors—usually by email or course announcements. Any such changes will supersede all previous policies.

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Vision and Mission Statement

The vision of the Athletic Training Program at the University of Connecticut is to provide students a dynamic and engaging learning environment that supports the growth and professional development necessary to excel in athletic training and be active members of the healthcare community.

The mission of the Athletic Training Program at the University of Connecticut is to provide our students with a high-quality education that incorporates inter-professional learning opportunities, exposure to evidence-based practice and high-quality research, and diverse educational experiences. We will inspire our students to be advocates for the profession and to be lifelong learners committed to delivering high-quality patient-centered healthcare.

Accreditation

The athletic training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Completing the program qualifies one for the Board of Certification examination.

CAATE
6836 Austin Center Blvd., Suite 250
Austin, TX 78731-3193
(512) 733-9700

Complaints can be filed with the CAATE, by contacting the CAATE at the above address or by submitting the complaint here: <http://caate.net/contact/>. Before filing a complaint with the CAATE, the student should explore all avenues to resolve the issue at the institution. Note that the CAATE does not accept anonymous complaints but does keep all information regarding the complaint confidential.

Program History

Athletic training education at the University of Connecticut began in 1999. The program was initially accredited at the undergraduate level by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) in 2003 and subsequently reaccredited in 2006 and 2018 by the Commission on Accreditation of Athletic Training Education (CAATE). The program obtained CAATE approval for a degree change to a Master of Athletic Training program effective in 2018.

Athletic Training Program Goals

- I. Prepare athletic training students for success in a variety of athletic training opportunities by:
 - a. Providing clinical education experiences that allow for a diverse clinical background with Preceptors who demonstrate a commitment to teaching and learning while serving as role models for professional development. Students will be engaged in traditional athletic training settings, non-traditional and/or emerging settings, and traditional and emerging settings, which will prepare them for their future careers.
 - i. *Mid-semester and Final Clinical Education Preceptor & Clinical site evaluations completed by the students will demonstrate high quality instruction and support in learning, as well as show continuity in the clinical setting contributing to students' long-term professional goals.*
 - ii. *Site evaluations (at least one per semester when clinical rotation is used) to ensure positive clinical experiences and identify potential complications, prioritizing early intervention.*

- iii. *Exit interviews will demonstrate satisfaction with clinical education and Preceptor interactions after the program is completed.*
 - b. Consistently providing challenging coursework, research, and mentoring opportunities.
 - i. *Course evaluations will demonstrate that students are satisfied with the delivery of content in their courses.*
 - ii. *Exit interviews will highlight overall satisfaction with coursework and experience related to research and mentoring.*
 - c. Exposing the athletic training student to interprofessional practice and other professionals on the athletic healthcare team, both in the classroom and clinical settings.
 - i. *Mid-semester and Final Evaluations of each Clinical Site will allow the students to provide feedback, and the program to gain insight into the exposure to inter-professional healthcare opportunities.*
 - ii. *Exit interviews will demonstrate satisfaction with opportunities to develop their knowledge and interact with other healthcare team members.*
- II. Students will demonstrate entry-level knowledge and skills in the prevention, immediate management, examination and evaluation, rehabilitation & reconditioning; health care administration, professional development & responsibilities
 - a. Students will pass didactic and clinical coursework with a passing grade according to the Graduate School catalog and the policies and procedures set forth by the athletic training program
 - i. *Students will reflect about their abilities and progress through completing goals for each clinical education experience.*
 - ii. *Exit interviews will demonstrate satisfaction with overall experiences related to professional development and opportunities to develop as a practitioner, as well as self-perceived competency in each area of skill development.*
 - iii. *Preceptors will monitor and record students' progressive competency with each area of athletic training practice through assessing the clinical integration proficiencies during each clinical education experience and through the mid- and final evaluations of the student*
 - b. Students will successfully pass the athletic training education program's cumulative examination
 - i. *Students will demonstrate competency in each area of the cumulative exam before completing their final clinical immersion experience*
 - c. Students will successfully challenge the BOC exam.
 - i. *Board of certification examination results will demonstrate a first-time and overall pass rate that reflects a strong comparison to the national examination scores.*

- III. The AT Program places students in supervised situations, which encourage professional and ethical behavior, common sense, evidence-based practice, rational thinking, and problem-solving skills.
- a. The AT program retains the clinical site based on the feedback from both the student and the site preceptor regarding the professional and ethical behavior, learning experiences, and opportunities to learn
 - i. *Exit interviews will demonstrate that students who report satisfaction with their clinical education experiences and score high for the program.*
 - ii. *Site Visit evaluations will report effective clinical education experiences that are supportive, challenging, and allow for professional growth.*
 - iii. *Student evaluations of the site and Preceptor will demonstrate satisfactory scores regarding supervision, interaction, and opportunities for learning*
 - iv. *Student site quality checklists within clinical classes will provide timely reporting of hands-on clinical experiences/skills, opportunities for learning real-time, barriers to learning,*
 - v. *At the conclusion of the performance evaluation in ATrack there is a separate oral one-on-one Site Performance Summary/Review with the clinical coordinator(s) to allow students to provide constructive feedback and for quality assurance that the student and site are both getting what they needed.*

Athletic Training Student Responsibilities

ACCOUNTABILITY. RESPONSIBILITY. RESPECT.

1. Adhering to the policies in the University Graduate Catalog, which was current at the time of initial registration, and of the Professional Athletic Training Program.
 - a. For the current catalog visit: <https://grad.UConn.edu/policy/>
2. Meeting the requirements for graduation as stated in the University Graduate Catalog.
3. Meeting the requirements for following the policies and procedures appropriate to the various institutions within the University: a) Library; b) Parking; and c) Health Services.
4. Reading all material delivered to their e-mail address, course announcements and posted on ATrack.
5. Self-providing all personal transportation necessary for class attendance, and to clinical education experiences
6. Always demonstrating appropriate and professional behavior.
7. Maintaining a clean environment in their classrooms, laboratories, and other student areas.
8. Attending all classes and laboratory sessions punctually; actively participating and demonstrating self-reliance and personal responsibility for meeting the requirements of the

program. Absences and tardiness reflect compromised participation and can affect the students' grades.

9. Maintaining **current** certification in CPR/AED in Basic Life Support conducted by the American Heart Association and in accordance with the Office of Clinical Compliance, if they are in the Athletic Training program.
10. Completing all health and immunizations requirements and forms, to follow both University and clinical site requirements, and to participate in any clinical education experience. This includes any additional tests or examinations that may be required by a specific clinical site to which a student is assigned, including background checks, fingerprinting, and drug screenings. See Complio section for more specific details.
11. Students are encouraged to seek academic advice and should schedule an appointment with their faculty advisor (Program Director) at least once per semester. While students may consult with any AT faculty member for guidance, any course changes, incompletes, or other program-related matters must be approved by the Program Director.
12. Being academically honest. Academic misconduct is dishonest and unethical academic behavior that includes, but is not limited to, misrepresenting mastery in an academic area (e.g., cheating), failing to properly credit information, research, or ideas to their rightful originators or representing such information, research, or ideas as your own (e.g., plagiarism). See <http://community.UConn.edu/the-student-code-appendix-a/> for more information.
13. Continue to meet the University of Connecticut Athletic Training Program Technical Standards for Admission found in *Appendix section and on the AT website*:
<https://kins.UConn.edu/UConn-athletic-training-program-technical-standards/>

Student Expectations and Behaviors

Foundational Behaviors of Professional Practice

The *2020 Standards for Accreditation of Professional Athletic Training Programs* outline the Foundational Behaviors of Professional Practice. These basic behaviors permeate professional practice and are incorporated into instruction and assessed throughout the educational program. These behaviors are the **minimal** expectations that apply to students, faculty, and staff. The faculty and staff expect students to be accountable, responsible and respectful at all times.

Primacy of the Patient

Recognize sources of conflict of interest that can impact the client's/patient's health
Know and apply the commonly accepted standards for patient confidentiality
Provide the best healthcare available for the client/patient
Advocate for the needs of the client/patient

Team Approach to Practice

Recognize the unique skills and abilities of other healthcare professionals
Understand the scope of practice of other healthcare professionals

Execute duties within the identified scope of practice for athletic trainers
Include the patient (and family, where appropriate) in the decision-making process
Work with others in effecting positive patient outcomes

Legal Practice

Practice athletic training in a legally competent manner
Identify and conform to the laws that govern athletic training
Understand the consequences of violating the laws that govern athletic training

Ethical Practice

Comply with the NATA's Code of Ethics and the BOC's Standards of Professional Practice
Understand the consequences of violating the NATA's Code of Ethics and *BOC's Standards of Professional Practice*

For more information on the NATA Code of Ethics click here:

<https://www.nata.org/membership/about-membership/member-resources/code-of-ethics>

For more information on the BOCs Standards of Professional Practice click here:

https://www.bocatc.org/system/document_versions/versions/154/original/boc-standards-of-professional-practice-2018-20180619.pdf?1529433022

Comply with other codes of ethics, as applicable

Advancing Knowledge

Critically examine the body of knowledge in athletic training and related fields
Use evidence-based practice as a foundation for the delivery of care
Appreciate the connection between continuing education and the improvement of athletic training practice
Promote the value of research and scholarship in athletic training
Disseminate new knowledge in athletic training to fellow athletic trainers, clients/patients, other healthcare professionals, and others as necessary

Cultural Competence

Demonstrate awareness of the impact that clients'/patients' cultural differences have on their attitudes and behaviors toward healthcare
Demonstrate knowledge, attitudes, behaviors, and skills necessary to achieve optimal health outcomes for diverse patient populations
Work respectfully and effectively with diverse populations and in a diverse work environment
For more information on cultural competence please visit: <https://www.nata.org/practice-patient-care/health-issues/cultural-competence>

Professionalism

Always demonstrate a professional demeanor, including appropriate dress and being respectful of all

Advocate for the profession

Demonstrate honesty and integrity
Exhibit compassion and empathy
Demonstrate effective interpersonal communication skills

Nondiscrimination Policy

The University of Connecticut's Athletic Training Program is committed to maintaining a safe and non-discriminatory learning, living, and working environment for all members – students, faculty, preceptors, employees, and visitors. Academic and professional excellence can only exist when each member of our community is assured of an atmosphere of safety and mutual respect. All members of the University community are responsible for maintaining an environment in which people are free to learn and work without fear of discrimination, discriminatory harassment, or interpersonal violence. Discrimination diminishes individual dignity and impedes equal employment and educational opportunities.

The University of Connecticut complies with all applicable federal and state laws regarding non-discrimination, equal opportunity, and affirmative action, including the provision of reasonable accommodations for persons with disabilities. UConn does not discriminate based on race, color, ethnicity, religious creed, age, sex, marital status, national origin, ancestry, sexual orientation, genetic information, physical or mental disability, veteran status, prior conviction of a crime, workplace hazards to reproductive systems, gender identity or expression, or political beliefs in its programs and activities. Employees, students, visitors, and applicants with disabilities may request reasonable accommodation to address limitations resulting from a disability. The University's legal and ethical obligations to protect the civil rights of students and staff extend to clinical education settings.

For the full policy on Discrimination, Harassment, and Related Interpersonal Violence, please visit <http://equity.UConn.edu/policiesprocedures/>. For questions or more information, please contact the Associate Vice President, Office of Institutional Equity, 241 Glenbrook Road, Unit 4175, Storrs, CT 06269-4175; Phone: (860) 486-2943; Email: equity@UConn.edu / Website: <http://www.equity.UConn.edu>.

For more on the UConn Graduate schools policies regarding discrimination and harassment, please click here: <https://policy.UConn.edu/2015/12/29/policy-against-discrimination-harassment-and-related-interpersonal-violence/#Conduct>

Retention Requirements

To successfully progress and complete the Professional Master's Degree in Athletic Training, students must meet the following retention requirements:

- Successful completion of all competencies and proficiencies outlined as part of Athletic Training courses
- Receive satisfactory evaluations from supervising preceptors (B grade or better) in all final clinical evaluations
- Continue to meet the University of Connecticut Athletic Training Program Technical Standards for Admission
- Maintain at least a "B" (3.0) average in the program at all times
 - Whenever a student's cumulative average falls below 3.0, the students' performance in the program is to be reviewed by the MSAT advisory committee to determine whether the student shall be permitted to continue graduate study
 - Decisions will be made on a case-by-case basis
 - To be awarded a graduate degree, a student must have a grade point average of at least 3.0 on the student's final Plan of Study
- The following grades are viewed as below the expected standard for graduate students:
 - All "C" Grades: Course used in a supporting area may be of benefit to students who should not be discouraged from including work in their programs. Such work shall be identified on the Plan of Study.
 - All "D" Grades: Course with a grade of D+ or lower may not remain on the student's Plan of Study. When a student receives such a grade, the student's eligibility to continue in the degree program is reviewed by the student's advisory committee.
 - Letters "F" and "U": Necessitates a recommendation by the advisory committee to the Graduate School as to whether the student shall be permitted to continue graduate study.

For more information on the UConn Graduate School's policies, please visit: <https://grad.UConn.edu/faculty/graduate-faculty-council/bylaws/>

For more on the academic regulations of the graduate school, please click here: <https://gradcatalog.UConn.edu/grad-school-info/academic-regulations/>

Leave of Absence

Under compelling personal, military, or medical reasons, a graduate student may request a leave of absence from their graduate program for a period of up to twelve (12) months or one (one) calendar year. The request for a leave of absence must be made in writing using the Request for Leave of Absence from Graduate Studies form on The Graduate School website at: <http://grad.UConn.edu>.

The completed application form must bear the signatures of the student's major advisor, and the department or program head. The completed application form is to be submitted to The Graduate School for review and approval at least thirty (30) days before the leave of absence is to commence, or the earliest date possible in extenuating circumstances.

Information provided in the application for a personal leave of absence must address the specific reason(s) prompting the request. Examples could include, but are not limited to, (1) family leave and (2) financial hardship. Applications for a medical leave of absence require documentation from an appropriate health care provider, which must be submitted along with the Request for Leave of Absence from Graduate Studies form. In certain cases, the Dean of The Graduate School may request that a student provide documentation from an appropriate health care provider which certifies that the student has medical clearance to resume study at the conclusion of an approved leave of absence. In addition, consultation with university offices may be appropriate. For example, consultation related to assessment of the safety of the student's work environment may be requested by contacting the Division of Environmental Health and Safety at: <http://www.ehs.UConn.edu/> and accommodations and services for students with disabilities may be discussed with the Center for Students with Disabilities at: <http://www.csd.UConn.edu/>.

When the student is on an approved leave of absence for the full duration of a fall or spring semester, she/he is not required to register for any credit or non-credit course. Requests submitted during an academic session will be reviewed on a case-by-case basis to determine the most appropriate mechanism for recording the period of leave (e.g., requests made prior to the open enrollment closing date may be dated to cover the entire semester). An approved leave of absence indicates that the student status will be recorded as "inactive" for the duration of the requested period of leave, and as such, the student will not have access to university services as a graduate student. In addition, the terminal date (the date determined by The Graduate School by which it is expected that all degree requirements will be completed) of any student granted a leave of absence will be extended by a period of time equivalent to the duration of the approved leave of absence. Thus, the period of the approved leave of absence will not be considered when calculating the time the student has spent working toward the completion of the degree. In contrast, a student who chooses to maintain Continuous Registration will maintain active status, which means the student will continue to pay associated fees, have access to university services as a graduate student, and the terminal date for degree requirements is not extended. Thus, the decision to choose a leave of absence versus Continuous Registration to maintain active status must be weighed accordingly. The refunds and cancellation of charges information found in the Fees and Expenses section of the catalog applies to students taking an approved leave of absence.

International students are strongly encouraged to thoroughly evaluate the implications of each decision on their student status. International students must obtain authorization from an international advisor at International Student and Scholar Services before any course is dropped. Failure to do so will be considered a status violation and it will result in termination of the student's SEVIS record. It is strongly recommended that the student hold an advisory meeting with an international advisor if she/he is considering requesting a leave of absence.

The leave of absence can be extended up to a maximum of one (1) additional twelve (12) month period. The request must be re-submitted using the previously described procedures, and ultimately approved by The Graduate School. A leave of absence cannot exceed two (2) full calendar years (24 months) in duration. In such cases in which a student needs leave for more than a total of two (2) calendar years, the student must reapply for admission to The Graduate School with no assurance of acceptance.

Approval of a leave of absence does not assure or guarantee that a graduate program, an academic department, The Graduate School, or the University would be in a position to provide financial support or a graduate assistantship to any graduate student upon their return to studies following an approved leave of absence. Students returning to studies after a leave of absence must work with appropriate faculty advisors and program personnel to resume their degree programs.

Reinstatement from an approved leave of absence will occur at the beginning of the appropriate academic term. To request Reinstatement from an approved leave of absence, the student should complete the Request for Reinstatement from Leave of Absence from Graduate Studies form on The Graduate School website and submit it to The Graduate School.

The University of Connecticut and the MSAT program do not tolerate discrimination prohibited by federal and state law, including but not limited to sex discrimination, pregnancy-related discrimination, and disability discrimination. To ensure compliance with federal and state laws, including Title IX and the Americans with Disabilities Act (ADA), the University has designated a Title IX Coordinator and ADA Coordinator, who is charged with monitoring compliance with Title IX and the ADA and ensuring that reports of sex and disability discrimination are investigated and addressed by the University. For more information regarding the University's non-discrimination, anti-harassment, and non-retaliation policies, please visit the Office of Diversity and Equity website at: <http://www.ode.UConn.edu/> or call 860-486-2943 or email ODE@UConn.edu.

For more on the UConn graduate schools leave of absence please click here:

<https://grad.UConn.edu/graduate-students/voluntary-separation/>

Academic Regulations

Please reference the UConn graduate school catalog by clicking here:

<https://gradcatalog.UConn.edu/grad-school-info/academic-regulations/> for the following items:

Credit Load

Graduate students may enroll in up to 20 credits per semester. The specific number of credits and choice of courses for which a student registers is a matter to be discussed by the student and the major advisor. If a student has extenuating circumstances that require the student to take more than 20 credits, the major advisor must send a written request to The Graduate

School for approval. In addition to courses offered within specific subject areas, a student's credit load may include GRAD 5950 (Master's Thesis Research), GRAD 6950 (Doctoral Dissertation Research), and other equivalent research courses defined by The Graduate School, including seminar and other "colloquium" courses that are not part of the plan of study.

Full time vs Part time status

A student may be classified as a full-time student while enrolled in: GRAD 5930 (Master's Level Directed Studies): denotes a full-time, off-campus directed project, such as an internship, field work, or other special activity.

A part-time course credit load is between 1 and 8.99 credits. To be classified as three-quarter time, the student's credit load must be greater than six and less than nine credits per semester. To be classified as half time, the student's credit load must be between 4.5 and 5.99 credits per semester. A credit load of fewer than 4.5 credits per semester is considered less than half time. For various reasons, the University may need to provide the institutional consideration of a "part-time" credit load. These criteria apply to all registered students at the University. Note that the Non-Credit Registration courses (GRAD 5997, 5998, 5999, 6998, and 6999) do not count toward the credit load requirement for half-time, three-quarter-time, or full-time enrollment status. Degree and certificate seeking students who do not need to be certified by the University as holding at least half-time enrollment status may use these courses to maintain registration.

Students are encouraged to also speak with the financial aid office in order to understand any implications to financial aid in these instances. Visit: <https://financialaid.UConn.edu/>

Special Considerations with Financial Aid in the MSAT Program

Students are responsible for ensuring their financial aid packages are finalized before the first day of classes. In the program's final year, the fall semester includes 8 credits. While most financial aid packages cover students enrolled in at least 5.5 credits, it is important for students to confirm that they do not need to register for any additional credits to maintain aid eligibility.

If additional credits are required, the program offers optional independent studies and research opportunities to help students meet those requirements.

Registration & Registration Procedures

Master's, doctoral, sixth-year diploma, graduate certificate, and post baccalaureate certificate students must begin their programs with coursework and must maintain registration in each semester thereafter (except summer sessions) until all requirements for the degree have been completed. Registration may be maintained either by taking coursework for credit or by registering for one of the five Non-Credit Registration courses.

Failure to maintain registration during the spring and fall semester results in the student's inactivation. Reinstatement is possible (although not guaranteed) within a year of last

registration and payment of a reinstatement fee. However, registration is not required during the summer or for the semester during the first 10 class days of which the student completes all requirements for a degree (if it is the only degree the student is pursuing). Note, however, that to receive most forms of summer financial aid for study or research, a student must register for either five credits of coursework or one of the full-time research courses (GRAD 5960: Full-Time Master's Research or GRAD 6960: Full-Time Doctoral Research).

Both new and continuing students should make appointments with their major advisors to determine the courses in which they plan to enroll. Courses selected shall be consistent with the student's objectives and related to the program in which the student is enrolled. **For the MSAT program, students must follow the plan of study as guided by the program**

Dates for registration are published in the Academic Calendar. When possible, all students in degree or certificate programs must register for courses using the Student Administration System and pay all tuition and fees either through the Bursar's Office or online using the Student Administration System. Non-degree students must register through the Office of the Registrar at the Non-Degree and Visiting Students Services website. Students encountering problems during registration (including enrollment in restricted courses) should contact the Office of the Registrar.

Auditing Courses

Students who do not wish to register for a course for credit may be permitted to register as auditors under the following conditions: (1) they pay the appropriate tuition and fees for the course; (2) they obtain the consent of the instructor; (3) they audit only courses for which there are adequate classroom or laboratory facilities; and (4) in the case of students in degree programs, they obtain consent from their major advisors. All permissions and registrations for auditing courses must be filed in the Office of the Registrar. Courses audited are entered on the student's permanent record, but such courses cannot be used to fulfill requirements for a graduate degree or certificate at the University.

The privileges of an auditor in a course are limited specifically to attending and listening. Auditors must attend class regularly. The auditor assumes no obligation to do any of the work required of the course and is not expected to take any of the instructor's time. In addition, the auditor does not submit any work and is neither eligible to take any tests or examinations nor able to receive grades on all or any part of the course.

Students should not "sit-in" on classes for which they do not register as auditors. No audit enrollment request will be approved after the ninth week of the semester.

Repeating Courses

A student may repeat a course once without seeking permission in order to earn a higher grade. However, a student must have major advisor permission to repeat a course that is listed as a prerequisite or co-requisite for any course that the student has passed. For example, a student

who received a “C” in ACCT 5121 and subsequently passed ACCT 5122 may not retake ACCT 5121 without permission.

When a student repeats a course, credit shall be allowed only once, i.e., no student shall receive credit for the same course twice, unless repeating the course is specifically authorized in the Graduate Catalog, as in a variable content course. Courses with the same number that cover the same course content cannot be counted more than once for credit. The parenthetical phrases (“Formerly offered as...” and “Also offered as...”) included in a course description as a cross reference indicate that a student may not receive credit for both the course and the cross-referenced course.

In the computation of the grade point average, the registered credit and grade points for the highest grade shall be included in the GPA calculation. The registered credit and grade for the lower grade will remain on the transcript, but will be removed from the GPA calculation.

The student should note that repeating a course that was previously passed can have negative consequences. For example, repeating a previously passed course may have an effect on financial aid. Students considering repeating previously passed courses should consult their advisors and Student Financial Aid Services staff. When a student repeats a course after receiving a degree, the student’s transcript will indicate a grade, but no registered credit, for the repeated course. The grade and registered credit recorded for the course prior to receipt of the degree will continue to be included in the GPA and credit calculations.

Non-Credit Registration

Students who are not registered for courses for credit may maintain registration by registering for one of the following five non-credit courses: Continuous Registration at the certificate (GRAD 5997), master’s (GRAD 5998), or doctoral (GRAD 6998) level; Thesis Preparation at the master’s level (GRAD 5999); and Dissertation Preparation (GRAD 6999). Other zero-credit courses may be substituted, if appropriate. Any currently matriculated student taking coursework at another institution, either for transfer to a University of Connecticut graduate degree program or for any other reason, must enroll in one of these courses. The implications of enrollment in non-credit registration rather than credit courses are addressed in the “Credit Loads” section above. Note that, per U.S. immigration regulations, students with F-1 and J-1 status are permitted to register for zero credits only in their final semester of degree study. Non-credit registration is granted with the consent of the student’s major advisor and the student’s international advisor. International students should consult with the office of International Student and Scholar Services prior to registering for non-credit courses. Non-credit registration requires payment of the associated University fees. Students may not add non-credit registration after the first day of classes if they were previously enrolled and attended any credit-bearing courses.

Graduate Schedule Revisions

Students may add courses during the first 10 days of classes without special permissions. However, after the beginning of a semester or summer session, a student may not add a course if the instructor feels that the elapsed time might preclude its successful completion. In exceptional cases only, a student may add a semester course after the tenth day of classes with the consent of the student's advisor, the course instructor, and the head of the department or program offering the course. After the fourth week, the permission of the Dean of The Graduate School or the Dean's designee is also required for adding classes. For degree and certificate seeking students, courses added after the tenth day of a semester or after the fifth day of a summer session term must be submitted to the Office of the Registrar on a Schedule Revision Request form. Note that section changes require the same authorization as other add/drop transactions.

Dropping Courses

**refer to graduate catalog for dates*

During the first nine weeks of a semester or prior to the midpoint of a summer session course, a student may drop a course by the following procedure. Students registered directly by the Office of the Registrar at Storrs must file a properly completed and signed Schedule Revision Request form with the Office of the Registrar. This form is available on the Office of the Registrar website at registrar.UConn.edu/forms. Non-degree students register and drop courses through the Office of the Registrar at nondegree.UConn.edu.

After the first nine weeks of a semester or the midpoint of a summer session course, students ordinarily are not allowed to drop a course. If, however, a student must drop a course because of illness or other compelling reason beyond the student's control, the student must request special permission as early as possible and well before the last day of classes. Permission to drop a course or to change from participant to auditor is granted only for good cause. All students must obtain permission from The Graduate School. Permission is granted only on the written recommendation of the major advisor or program director, which must be convincing and sufficiently specific regarding reasons beyond the control of the student. The recommendation should be accompanied by a properly completed and signed Late Drop Petition form for the course(s) to be dropped. Under no circumstances is a student at any location or in any program permitted to drop a course after the course has been completed with a permanent grade posted.

No grade is recorded for courses officially dropped. However, when a student drops a course after the tenth day of the semester or after the first week of a summer session course, the course will remain on the student's transcript with a mark of "W" recorded in the grade column to signify withdrawal.

Note that discontinuance of attendance or notice to an instructor or to an advisor does not constitute cancellation of course registration and may result in a failing grade on the student's

permanent record. Before terminating class attendance, the student should ensure that the course has been dropped officially. Until this has been done, the student is obligated to complete all work. In addition, dropping a course does not automatically remove the course from a plan of study, nor does approved deletion of a course from a plan of study cause registration in the course to be dropped. The procedures are separate and unrelated,

Course Grades

Any student who is regularly registered for a course and who satisfies the course requirements shall receive credit for that course. A student is regularly registered for a course only if that student has conformed to all university or college regulations or requirements when applying to register. Note that course credit by examination is not allowed as a means of accumulating credits to meet the requirements for advanced degrees.

Instructors are required to file grades with the Office of the Registrar for all credit-bearing courses taken by a student. Although instructors are free to set the standard of performance expected in their courses, the following uniform scale is published to encourage general agreement on the meaning of grades: Students are required to maintain in their course program at least a “B” (3.0) average, for which a grade point average will be computed using the chart below.

Instructors grade graduate courses based on the following letter and point system.

Explanation	Final Grades	Grade Points
Distinction	A	4.0
	A-	3.7
Good Quality	B+	3.3
	B	3.0
	B-	2.7
Below Expected Standard	C+	2.3
	C	2.0

	C-	1.7
Unsatisfactory Quality	D+	1.3
	D	1.0
	D-	0.7
Failure	F	0
Satisfactory (Good Quality)	S	N/A
Unsatisfactory/(Failure)	U	N/A
Withdrawal	W	N/A
Non-Credit Registration	R	N/A

Final grades of “S” (Satisfactory) or “U” (Unsatisfactory) are associated only with certain courses designated as such by the Executive Committee of The Graduate School. An “S” is a passing grade and is not computed into the student’s grade point average. A “U” is viewed as a failing grade and is grounds for academic dismissal. For more information, refer to the Termination of Status and Academic Dismissal section.

Graduate students are not permitted to take any course, undergraduate or graduate, on a Pass/Fail basis.

The grades “R,” “T,” and “W” on a transcript signify the following:

Letter	Explanation
R	Administrative symbol signifying that a student is registered. Any zero-credit course (e.g., GRAD 5997, 5998, 5999, 6998, or 6999) for which a student registers appears on the permanent academic record with the letter “R” as the grade.
T	Course credit has been accepted in transfer from another institution.

W	Withdrawal from a course after either the 10th day of a semester course or the first week of a summer session course. Except in extraordinary cases where academic factors or extreme or unusual circumstances warrant it, this mark is not deleted from the permanent academic record.
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Note that an official transcript of an individual's graduate academic career includes grade point average calculations based on all coursework completed during the student's graduate career (including any 1000-level courses). Plus, and minus values that are assigned to grades are entered on the permanent record and are computed into the student's grade point average. However, neither credits completed elsewhere and accepted in transfer by The Graduate School, nor S/U grades affect the student's University of Connecticut grade point average in any way.

Temporary Grades

Temporary grades signify that credit has not been earned in that course and may subject the student to scholastic probation or dismissal. Temporary grades shall not prevent the calculation of either the semester or the cumulative grade point average.

An instructor may assign one of the following temporary grades for a course when student work is not completed within the semester.

Temporary Grade	Conditions for Assigning a Temporary Grade
N No basis for grade	A student has completed few or no assessments and no make-up schedule has been agreed upon with the instructor; the instructor has no basis for a grade.
I Incomplete Grade	A student has not completed all of the assessments but work completed is of passing quality and a make-up schedule has been agreed upon with the instructor.
X Final assessment absence	A student did not submit a final assessment and might by means of a satisfactory performance on the assessment complete the course with a passing grade. If in the opinion of the instructor such a student would fail the course regardless of the result of the assessment, the student shall be given a grade of "F."

If all work required to change a mark of "I" or "X" is not submitted to the Office of the Registrar within 12 months following the end of the semester or session for which the mark was

recorded, or within a shorter period of time specifically designated by the instructor, no credit is allowed for the course. For grades of "I," it is the student's responsibility to reach and to maintain an understanding with the instructor concerning the timely completion of the work. For grades of "X," it is the student's responsibility to seek the required permission to take the final examination from the instructor as soon as possible after it has been missed.

Upon the recommendation of the instructor to The Graduate School, a limited extension of an incomplete may be granted. The Graduate School is not obligated to approve an extension if the instructor of the course is no longer at the University of Connecticut. If more than three courses have been left incomplete, the student may be required to complete those still viable before being allowed to register for additional coursework. Too many permanent incompletes on the record may be grounds for the student's termination or dismissal. An employment authorization for a graduate assistantship appointment may not be approved for a student who has four or more viable incomplete courses on their academic record.

For further information, the reader is referred to the document "*Key to the Transcript*," available from the Office of the Registrar.

Disclosure of a Disability

The University of Connecticut is committed to protecting the rights of individuals with disabilities and ensuring that the learning environment is accessible. Students with disabilities who request accommodation in a course or at a clinical site must contact the Center for Students with Disabilities (CSD). The CSD will work through an interactive process with students, instructors, the Program Director and the Clinical Education Coordinator to determine reasonable and appropriate accommodations on a case-by-case, course-by-course basis. Upon approval of accommodations, the CSD will notify the student and course instructor of record of those accommodations. It is the students' responsibility to discuss the coordination of accommodations with instructors, the Program Director, and in the case of clinical education courses, the Clinical Education Coordinator and preceptor. Additional information regarding working with the CSD, including online registration with the Center, can be found at csd.UConn.edu. The Center for Students with Disabilities (CSD) can be contacted at (860) 486-2020, csd@UConn.edu, or Wilbur Cross Room 204. For complete information regarding the *University's Policies and Procedures Regarding Students with Disabilities*, please refer to www.csd.UConn.edu.

Academic Accommodations

All accommodation requests must be processed through the Center for Students with Disabilities (CSD). Faculty will review accommodation recommendations to determine whether they can be reasonably implemented within the context of the program.

Conditions related to accommodations include:

- Accommodations must not fundamentally alter the nature of the academic or clinical components of the program or the essential functions of the profession.

- Practical examinations are excluded from accommodations related to timing or other modifications that would affect the demonstration of essential skills or clinical reasoning.

Accommodations that cannot be reasonably implemented without compromising professional standards or educational outcomes will not be approved.

Faculty Oversight and Compliance

Faculty are responsible for monitoring student performance and ensuring that technical standards are upheld. If a student is no longer able to meet these standards, with or without reasonable accommodation, the program reserves the right to take appropriate action, including dismissal from the program, in accordance with established procedures.

Incomplete Grades in MSAT Program

Any incomplete grade needs to be previously discussed and agreed upon with the MSAT faculty. To receive an incomplete, documentation regarding the nature of the incomplete and/or necessary accommodation must be processed through the Centers for Students with Disabilities (CSD) or incomplete grades cannot be granted. All incomplete grades and final grade submissions MUST be resolved before the first day of classes of the next semester. If there is an extenuating circumstance, students are responsible for contacting CSD, and faculty will review each circumstance individually and make decisions on matriculation. It is important to note that most courses in the MSAT program follow a sequence and cannot be taken out of order.

Changes of Course Grades

Grades are part of the student's permanent record. They should never be changed for reasons unrelated to course requirements or quality of work. Once the grade in the course has been submitted, an instructor may neither accept additional work nor give additional examinations.

Instructors should recalculate and, if warranted, change grades for the following reasons: a computational error, clerical error, and the discovery of overlooked components in a student's body of work. In cases when the instructor concludes that a course grade ought to be changed, the instructor determines a corrected grade and initiates the grade change process. The head of the department or program offering the course and the dean of the school or college in which the course was taught will be notified of a grade change to ensure consistency.

Appeals of Assigned Course Grades

If a student believes that an error in grading has occurred, the student should follow the procedure for "Appeals of Assigned Course Grades" laid out in the University Senate By-laws.

Standards and Degree Requirements

The general academic standards and degree requirements of The Graduate School described here apply to all students enrolled in certificate, degree, and sixth-year diploma programs. Some programs have additional requirements that are more detailed or tailored to the needs of the specific program. Students should acquaint themselves with all of the standards and requirements for their program, as specified in both this catalog and the relevant graduate program handbooks. Undergraduate and non-degree students taking a graduate course should consult the appropriate catalog for regulations that apply to them.

The advisory committee continually evaluates the student's performance. Any graduate student whose scholastic record does not meet the minimum requirements of the program and/or The Graduate School may be subject to dismissal.

Grade Requirements

Maintenance of good academic standing in The Graduate School requires a cumulative grade point average of 3.0 or higher at all times while enrolled in a graduate program. Whenever a student's cumulative average falls below 3.0, the student's performance is to be reviewed by the student's advisory committee to determine whether or not the student shall be permitted to continue graduate study. Conferral of a degree or certificate requires that the student have a cumulative grade point average of 3.0 for all courses listed on the final plan of study or advisement report.

The following grades are considered to be below the standard expected for graduate work:

- All "C" Grades, if directly within the student's field of study. A "C" grade (including a "C+" or "C-") may be considered acceptable if it is in a course in a supporting area that may be of benefit to the student and where the normal higher grade standard might discourage inclusion of that coursework in the student's program. Such work shall be identified on the plan of study.
- All "D" Grades. A course in which a student received a "D" grade may not be included (or remain) on the student's plan of study and the student's eligibility to continue in the degree program is reviewed by the student's advisory committee.
- Letters "F" and "U": These grades necessitate a recommendation by the advisory committee to The Graduate School as to whether or not the student shall be permitted to continue graduate study.

Academical Dismissal

Students may be recommended for dismissal on the following grounds, described under "Academic Dismissal" in the [Graduate Catalog](#):

1. Failure to maintain the minimum cumulative grade point average required by The Graduate School (3.0);
2. Receiving a grade of "D+," "D," "D-," "F," or "U" in any course;

3. Failure to satisfy a foreign language or related area requirement for a degree;
4. Failure of the doctoral General Examination;
5. Failure to produce an acceptable Doctoral Dissertation Proposal;
6. Unsatisfactory performance in any aspect of the research or writing for a required master's thesis or doctoral dissertation;
7. Failure of a final examination for the master's or doctoral degree.

To recommend a student for dismissal, the major advisor, Department Head, or Director of Graduate Studies must submit an [Academic Dismissal Form](#) by the date specified by the graduate school.

In late December, the Department Head, Director of Graduate Studies, and faculty advisors will receive a list of students in their program who have failed to maintain the required minimum cumulative grade point average of 3.0 and/or who have received a grade of "D+," "D," "D-," "F," or "U" in any course. We will assume that the advisor's intention is to continue the student unless an Academic Dismissal Form recommending dismissal is received. If the student will be continuing graduate study, the advisor should work directly with the student to create a mitigation plan for their academic performance.

The Academic Dismissal Form will ask for information such as:

- the reason for dismissal
- corrective measures or mitigation plans already attempted
- whether the program would allow the student to voluntarily exit in lieu of dismissal
- if a doctoral student, if they are eligible to leave with a terminal master's
- if the student could potentially be successful with a different advisor

If initiated by the major advisor, the form will route to the Department Head or Director of Graduate Studies to approve before the form is submitted to The Graduate School.

Please note, although The Graduate School will notify a student that they have been dismissed, the student should be made aware of the dismissal recommendation by their major advisor first. The Graduate School does not notify students that they are subject to dismissal, so if you are continuing a student who is subject to dismissal, you should discuss that with them as you develop a mitigation plan.

Students notified of dismissal will have an opportunity to submit an appeal if they wish after they have received their formal dismissal letter from The Graduate School.

All recommendations for dismissal should be submitted via an [Academic Dismissal Form](#) prior to the start of the Spring Semester.

Plan of Study

The University of Connecticut uses Plans of Study to list and track graduation requirements for athletic training majors. Students should use a Plan of Study to track their progress toward earning a degree and as a tool to assist with course registration.

Students must submit a Final Plan of Study to the Registrar's Office during the fall semester of

their second year in the program (or the semester prior to the semester they intend to graduate). <https://registrar.UConn.edu/wp-content/uploads/sites/1604/2017/10/Plan-of-Study-Masters.pdf>. Final plans need advisor and department head approval before being reviewed by Degree Audit. In order to submit your final plan online via the StudentAdmin system, you first need to apply for graduation online.

How to find YOUR Plan of Study:

1. Be sure to use the Plan of Study that corresponds to your assigned catalog year. If you do not know your catalog year, view your Academic Requirements report in Student Admin. Refer to the "Catalog Year" section at the top of your Academic Requirements report.
2. Choose the correct Catalog Year and then the Plan of Study listed for your specific major.

Application for Graduation

Graduation is not automatic; students who are candidates for graduation must apply to graduate through the Graduate School by the fourth week of their final semester for each degree they are completing. You are able to apply when registration starts for your last semester. Applying by the fourth week ensures students will be included in Commencement communications. For more information about using the system to apply for graduation, see Apply for Graduation on the Student Administration System Help website. Also see "Plan of Study" section for more details on graduation

Degree Completion Requirements

The Department of Kinesiology offers a Master of Science in Athletic Training (M.S.A.T.) as well as a Master of Science (M.S.) in Kinesiology (Exercise Science concentration), Doctor of Philosophy (Ph.D.) in Kinesiology (Exercise Science concentration) and a Doctor of Physical Therapy (D.P.T.). The Master of Science in Athletic Training (M.S.A.T.) is a professional master's degree program leading to certification as an athletic trainer and clinical practice in a variety of settings including professional, collegiate, and youth athletics, as well as centers supporting the health and well-being of tactical athletes. It is a two-year, five semester, post-bachelor program. The first year consists of coursework related to the prevention, evaluation, and treatment of sport-related injuries and conditions and focused clinical education experiences. During the second year, student's complete coursework to advance their knowledge in evidence-based athletic training clinical practice while completing two full-time, immersive clinical education experiences. Successful applicants to the M.S.A.T. meet or exceed the Graduate School admission standards and have generally completed a "B" average or better in prerequisite coursework prior to matriculation. All applications will be reviewed and considered on an individual basis. If an applicant feels there are special circumstances resulting from past hardships, they are able to speak directly with program faculty about these hardships and how they may have affected their application. The required prerequisite courses include: Biology, Chemistry, Physics, Human Physiology and Anatomy I and II, Psychology, Exercise

Physiology/Exercise Science, Nutrition, and Statistics. Submission of Graduate Record Examination scores is optional.

Required Courses. Completion of the Master of Science in Athletic Training degree requires the completion of 55 credits including each of the following courses: **KINS 5000, 5100, 5101, 5102; KINS 5103; 5106, 5107, 5109, 5110, 5111, 5112, 5115, 5200, 5201, 5202, 5204; GRAD 5930; .**

The programs are offered by the [College of Agriculture, Health and Natural Resources](#).

Plan of Study MSAT

UConn Masters of Science in Athletic Training [MSAT] Plan of Study Beginning 2024-25		
Term & Course #	Credits	Tuition Links & Information pertaining to clinical education
<i>Out of State and Regional Student may be eligible for in state tuition rates for their second semester. Students are encouraged to review residency information and understand how to apply during their first year. Click HERE for more information</i>		
Summer Session 1 [Year 1]		
KINS 5200: Foundations of Athletic Training Clinical Education	2	As part of this course, students will receive their American Heart Association Basic Life Support and First Aid certification. The program covers the cost of this certification for students! Students also participate in collecting baseline concussion testing with our UConn Sports Medicine Staff and Faculty
KINS 5000: Clinical Anatomy for AT	4	This course includes a gross anatomy lab component in our state-of-the-art Cadaver Lab located in the Human Anatomy Learning Lab (HALL) in our physical therapy building.
Summer Session 2 [Year 2]		
KINS 5100: Musculoskeletal Exam and Acute Treatment I	3	Students will complete ambulance rides during the second summer session in order to help reiterate content learned in KINS 5200 and bridge the content that will be presented in KINS 5106 Emergency Procedures.
Total Summer: 9		See Summer Tuition Rates: https://summeression.uconn.edu/rates-fees/
FALL Semester Year 1		
KINS 5102: Therapeutic Interventions in AT I	4	
KINS 5101: Musculoskeletal Exam and Acute Tx II	4	Students participate in functional movement screenings with course faculty in our UConn Athletics programs
KINS 5106 Emergency Procedures in AT	4	This course includes simulation experiences throughout the semester and an afternoon spent with our nursing students in the simulation lab participating in "Mock Codes". During these simulations, students practice responding to various emergency situations, helping them develop the confidence needed to handle real emergencies effectively.
KINS 5201 AT Clinical Experience I	2	Students start their clinical experiences at local private, public, or preparatory schools in the area for 10 to 15 hours each week.
Total Fall Credits: 14		See Tuition Rates for 9+ credits "programs with tuition and fees": https://bursar.uconn.edu/tuition-fees/graduate/2024-2025/
Spring Semester Year 1		
KINS 5202: AT Clinical Experience II	3	Students participate in a 7-week clinical rotation at a small college, followed by 7 weeks with one of our UConn Division I sports teams. Students also spend time with the Strength and Conditioning Team as well as observe surgeries when the opportunity arises.
KINS 5107: Orthopedic Assessment and Treatment of the Spine and Head	4	
KINS 5103: Therapeutic Interventions in AT II	3	This course provides students with the opportunity to participate in clinical hours alongside our Doctor of Physical Therapy students and Exercise Science students. Activities will take place at our Institute for Sports Medicine and at our Physical Therapy building, with an exercise group focused on fall prevention and mobility improvements.
KINS 5109: General Medical Aspects and Pharmacology for AT	4	Students participate in clinical hours, where they gain exposure to general medical practices alongside healthcare professionals, including nurse practitioners, physicians, and physician assistants. Simulated experience to expose students to a variety of general medical concerns is a major part of this course and gives students the experience to recognize and treat them accordingly.
KINS 5112: Behavioral Health	3	
Total Spring: 17		See Tuition Rates for 9+ credits "programs with tuition and fees": https://bursar.uconn.edu/tuition-fees/graduate/2024-2025/
Summer Session Year 2 [Session 1 and/or 2]		
KINS 5206: AT Clinical Experience Elective	1	This summer is generally a break for students, but there will be some summer coursework available to help students review

		material and prepare for the upcoming fall semester. This elective course is specifically designed for students seeking an internship that requires registration with an accredited program.
Optional Elective Credits: 1		
Fall Semester Year 2		
<i>This semester is a hybrid, with courses offered asynchronously online. Students are required to return to campus after Thanksgiving. Please refer to the clinical course and other course information for more details on clinical immersion locations and return to campus.</i>		
KINS 5110: Leadership and Admin in AT	2	
KINS 5111: Practical Applications of Injury and Assessment	1	This course aims to assist students in reviewing the content and applying the knowledge they have acquired throughout the program. Students will engage in critical thinking while working through various BOC practice exams and reviews. Additionally, students will return to campus for 2 to 3 weeks after Thanksgiving to complete their cumulative practical and written exams.
KINS 5204: AT Clinical Immersion I	4	This is the student's first clinically immersive experience. They have the option to attend clinical rotations across the country. In the spring of their first year, students will meet with our clinical coordinators to discuss the best options for their initial immersion. This rotation is 12 weeks.
AT 5115: Therapeutic Interventions in AT III	2	This culminating course in therapeutic interventions includes a hands-on practical portion that students will engage in after Thanksgiving Break while on campus for cumulative exams.
Total Fall Credits: 9		See Tuition Rates for 9+ credits "programs with tuition and fees": https://bursar.uconn.edu/tuition-fees/graduate/2024-2025/
Spring Semester Year 2		
GRAD 5930 [Full Time Directed Internship] Taken for AT Clinical Immersion II	3	This is the final course and clinical immersion for students, which can take place anywhere across the country. It is designed to help students gain hands-on experience and the confidence needed to transition to independent clinical practice. This rotation is 15 weeks.
KINS 5205 Elective Available as needed for Clinical Hours Optional Elective		
Total Spring Credits: 3-5		See Tuition Rates for 3 credits "programs with tuition and fees": https://bursar.uconn.edu/tuition-fees/graduate/2024-2025/
Total Program Credits	52	

Tuition Costs

	<i>In-State</i>	<i>Regional</i>	<i>Out of State</i>	<i>Bursar Links & Other Info</i>
<i>Summer 1</i>	9,800	9,800	9,800	
<i>Year 1 [Fall]</i>	11,436	16,884	22,392	See Tuition Rates for 9+ credits “programs with tuition and fees”: https://bursar.uconn.edu/tuition-fees/graduate/2024-2025/
<i>Year 1 [Spring]</i>	11,436	16,884	22,392	See Tuition Rates for 9+ credits “programs with tuition and fees”: https://bursar.uconn.edu/tuition-fees/graduate/2024-2025/
<i>Year 2 [Fall]</i>	11,436	16,884	22,392	See Tuition Rates for 9+ credits “programs with tuition and fees”: https://bursar.uconn.edu/tuition-fees/graduate/2024-2025/
<i>Year 2 [Spring]</i>	4,316	6,134	7,970	See Tuition Rates for 3+ credits “programs with tuition and fees”: https://bursar.uconn.edu/tuition-fees/graduate/2024-2025/
<i>Other Student Incurred Costs</i>	\$115	\$115	\$115	Complio Clinical Immunizations tracking system Immunizations covered by insurance and cost varies
<i>Costs Covered for Students by the Program</i>	\$450	\$450	\$450	AHA BLS & First Aid (\$85) ATrack Life-Time Subscription (\$80-90) Starter Clinical Uniform & Name Tag (\$200) Personal Liability Insurance (\$85)
<i>Total Cost</i>	48,424	66,586	84,946	

We have many students apply for residency for their second year, it is the student's responsibility to understand the process surrounding residency and how their second-year clinical immersions may impact their ability to apply for residency. [Residency Information-UConn Graduate School](#)

These are approximate costs calculated with tuition rates in 2025. Please visit the bursar's website for updated fees/tuition and with questions as they can best answer any tuition info: <https://bursar.uconn.edu/>

Our office of Financial Aid is also very helpful, please visit them here: <https://financialaid.uconn.edu/contact-information/>

The MSAT program faculty will not get involved with any processes related to tuition, finances or residency. Students must contact the bursar's office directly.

****A research independent study for up to 3 credits is available to interested students in their last semester.**

Other Student Incurred Costs

*Below are estimates for anticipated costs associated with the Professional Athletic Training Program. Please consult the [Program Policies](#) page for more information.

The MSAT Faculty are conscious of the amount of money students are spending in tuition, living and other expenses. As a result, the program has budgeted a yearly allowance and covers approximately \$450 worth of fees for each student.

Personal liability insurance	\$85 (est)	<i>*This student fee is covered by the MSAT program</i>
ATRACK Fee	\$90	<i>*This student fee is covered by the MSAT program and provides the student with a life-long description</i>
CPR/First Aid Certification	\$85-115	<i>*This fee is covered by the MSAT Program</i>
Clothing	\$125	<i>*The program supplies students with a uniform, including a polo shirt, quarter zip sweatshirt and a name tag.</i> Any other clothing the students wish to purchase will be on their own.
Transportation	variable	<i>*Transportation will be needed to and from clinical rotation sites and it is the student's responsibility to provide this</i>
Complio	variable	<i>*This is a system that assists us in keeping track of immunizations, background checks and other requirements needed for clinical assignments. The initial fees for Complio are approximately \$100 but may vary depending on state residence and the cost of background checks for those states. An annual renewal fee for complio is \$15.</i>
Health Immunizations	variable	<i>*Depends on health insurance</i>

Graduate Scholarships and Fellowships

During the application process, applicants are encouraged to apply for eligible scholarships/fellowships through the UConn graduate school. As part of their application, graduate students will be prompted to select whether they wish to be considered for the eligible scholarship or fellowship awards. The MSAT program will then be able to see those applicants, select the ones they wish to nominate, and then fill in the required supporting documentation. Per graduate school policies, a maximum of four nominated students are allowed in each category, and the program will be required to rank the nominees. All supporting documentation will be provided through the SLATE application of the UConn Graduate School application. A Fellowship Selection Committee, appointed by the Graduate School, will determine the final candidates for the awards, and will notify the highest ranked candidates to be awarded the scholarship/fellowship.

The full process of awarding scholarships/fellowships from the UConn Graduate School can be found here: <https://grad.UConn.edu/staff/fellowship-awarding/>

Please make sure to fill out a FERPA consent (found in the Appendix) form in order to allow faculty to speak on your behalf for scholarships and/or jobs you will be applying for. This form can be found in the appendix.

Practical Exams

A student who does not pass final practical exams in any course will be required to remediate and develop a learning contract with the instructor. The student will be allowed to re-take the final practical exam one time, and the format of the final practical exam will be at the instructor's discretion. The timeline of the learning contract and completion of the final practical exam make-up is at the discretion of the instructor with consideration to course content but must be completed prior to matriculating in the sequential course. The highest grade a student can earn on this practical exam is 83%, and if the student passes, this grade will be used to compute their final grade. If a student does not pass the make-up final practical exam, depending on the course, practical grade and course grade, students may not be allowed to matriculate in the next semester of the program. In these cases, *the faculty will review the retake attempt, and decisions on matriculation will be made at the faculty's discretion.*

Cumulative Practical Exam

Students are required to complete a cumulative practical exam during the fall semester of their second year during KINS 5111. This practical aims to assess students' knowledge and competence and ensure their readiness to practice autonomously as athletic trainers. Students must pass this cumulative exam with an 83% or better. A student who does not pass the final practical exam will be required to remediate and develop a learning contract with the instructor and/or Program Director. The format of the final practical exam will be at the instructor's discretion. The timeline of the learning contract and completion of the final practical exam

make-up is at the instructor's discretion, regarding course content. Still, it must be completed before matriculating in the sequential course and before being endorsed to sit for the Board of Certification Exam. A student who does not pass the cumulative practical exam or the cumulative final written exam on the first attempt will not be endorsed to take the Board of Certification Exam until a plan has been created for the student's success.

BOC Exam Endorsement

The MSAT program is responsible for endorsing each student for the Board of Certification Exam. For a student to be endorsed, students must:

1. Be in good standing with the program
2. Have completed all coursework up to the point of endorsement
3. Have no incomplete grades listed in the student admin system
4. Have received an 83 or better on all final clinical evaluations
5. Have completed all ATRACK and clinical requirements as outlined in the clinical course syllabi at the time of requested endorsement

The student has demonstrated proficiency in the foundational behaviors and student expectations listed in this manual and the BOC standards of professional practice.

Students are responsible for completing the application for the BOC exam and ensuring their endorsement has been processed.

Assignment Policy

Students must inform the instructor if an assignment cannot be completed by the due date listed in the syllabus. If there are extenuating circumstances, the instructor may agree to grant additional time.

Written assignments will not be accepted after the due date without the instructor's explicit written permission. Permission must be requested at least 48 hours before the assignment is due, except in the case of a **documented** emergency.

Assignments are expected to be submitted by the deadline. Any assignment not turned in on time will receive a zero. Exceptions will be granted only in extenuating circumstances and must be approved by the instructor in advance or with timely, appropriate documentation. (see above) If an exception is granted the instructor reserves the right to make all final decisions regarding late work and are subject to a 20% deduction.

Grammar

Students in the MSAT program must always use proper grammar. This includes and is not limited to assignments, emails, and any written communication and/or assignments used for the MSAT program. Proper English grammar free of modern abbreviations, slang, appropriate

capitalizations, and appropriate punctuation is expected. Abbreviations required for SOAP notes and appropriate medical terminology abbreviations are acceptable.

Grammar Tools and AI

Students are permitted to use grammar tools, such as Grammarly and/or QuillBot, to assist with grammar correction, sentence structure improvement, and other editing tasks. Using tools like Grammarly for grammar and style suggestions does not require citation. AI-generated content features (e.g., paraphrasing, content generation) must be turned off in all grammar checkers. For more information click here: <https://support.grammarly.com/hc/en-us/articles/14528857014285-Introducing-generative-AI-assistance>

Other AI tools, including but not limited to ChatGPT, CoPilot, Gemini, etc. And AI generation with grammar tools, should not be used to generate content or replace the student's own ideas and writing. As technology advances assignments may include the use of AI. For those specific assignments please follow the directions, instructions, and guidelines that are included in the course syllabi. In this case when an AI tool is used as per the assignment, students must disclose its use and provide appropriate references.

Failure to comply with these guidelines—specifically using AI to generate content—will be considered a violation of academic integrity.

Faculty in the MSAT program reserve the right to use plagiarism checkers that are available through the University HuskyCT system, including but not limited to SafeAssign. When faculty will be using plagiarism checkers, they will disclose this in their assignments.

Grammarly AI vs. Grammar Checker: <https://support.grammarly.com/hc/en-us/articles/14528857014285-Introducing-generative-AI-assistance>

Quiz & Exam Policy

No exam will be accepted late. Arrangements to take exams must be pre-communicated and will be made based on the circumstances surrounding the request. These requests should only be made in the case of extenuating circumstances (i.e., Emergency situations, and unforeseen events).

Social Media Policy

This policy speaks to the expectations for students related to social media (i.e. Facebook, Twitter, Instagram, etc.) and electronic forms of communication (i.e. email, texting), as it relates to clinical education. Violations of the policy are assessed on an individual basis, but violations and punishments will follow the Discipline Policy.

1. Students shall avoid social media interaction (e.g. Facebook friends, Instagram, Snapchat, Twitter, TikTok, etc.) with current Athletic Training faculty, staff, preceptors, and student-athletes/patients. This also is inclusive of graduate students, interns, and other athletic training staff members. If a current social media relationship exists, prior to admission into the athletic training program, the student should limit interactions to be professional and ethical and should officially disclose these relationships beforehand.
2. Students shall avoid social media/electronic forms of communication to discuss health-related issues with student-athletes or patients.
3. Students should be cognizant of their social media presence. There are many professional outlets for ATs on social media, including NATA Young Professionals pages, etc. Students are encouraged to use social media as a platform to engage and promote the profession of athletic training and the professional athletic training program. Interacting and representing the UConn MSAT PROGRAM on social media with argumentative, abusive, or misleading language should be avoided. Conflicts with national organizations, parody accounts, or other AT social media accounts should also be avoided. Students engaging in this behavior will have to meet with the Program Director and an appropriate plan of action will be implemented. These situations will be handled on a case by case basis.
4. Students shall avoid any social media/electronic forms of communication with any athletes or patients who are minors or still enrolled in high school. Students should avoid interacting on social media with UConn AT affiliated patients, staff, faculty, and preceptors until after they graduate.
5. Students shall avoid taking pictures or posting anything about the student-athletes or patients they are providing care to, or patients other students are providing care to, on any social media; even with consent of the patient/patient guardian.
6. Students shall not share any information regarding patient diagnosis, diagnostic imaging, injury-related information, or suggestions for injury care, etc. to any form of social media or electronic forms of communication.

Note: *If the student has any concerns or questions about the use of social media or electronic communication, they should contact their preceptor, program director or clinical education coordinator immediately. If a student's use of social media is deemed inappropriate disciplinary action will be taken and will be assessed on a case by case basis.*

Electronic Mail

In order to ensure timely communication on all parties the UCONN Athletic Training Program requires each student have an active University of Connecticut electronic mail account and expect that this account is checked at a minimum **twice daily**.

All emails must be properly written and follow appropriate "netiquette" guidelines:

- Properly address the recipient
- Proper grammar, punctuation, and spelling throughout body of email

-“Sign” the email in conclusion with your name

Students shall allow for a 24-hour response window from AT faculty on weekdays. Emails sent after 4pm on Friday may not be replied to until Monday morning. If the faculty member will be away from email for an extended period of time, they will post an automatic reply message.

Cell Phones and Electronic Devices

Students are expected to turn off all cell phones during class and the clinical experience. Computer use in class is for note-taking and research only! Social networking and texting through your computer will not be tolerated. Students who use their electronic devices during class time for activities not directly related to the class/topic may be asked to leave the classroom and/or have a professional behavior percentage deducted from their overall course grade.

Student Professional Dress for Class Presentations

Students are expected to uphold standards of professional appearance during all class presentations. This policy supports professional identity development and reinforces appearance's importance in shaping perceptions within academic, clinical, and professional environments.

Dress Code Requirement

For all class presentations, students are required to wear, at minimum, their designated clinical attire as outlined in the program's Dress Code Policy within the Policies and Procedures Manual. This includes, but is not limited to:

- Program-approved clinical uniforms
- Appropriate footwear as specified in the clinical dress guidelines
- Name badges and other identifying items as required

Attire must be clean, neat, and presentable, reflecting the standards of the clinical environment.

Adherence to professional dress expectations during class presentations is intended to:

- Reinforce the importance of professional appearance in healthcare and clinical settings
- Encourage students to present themselves in a manner aligned with professional norms consistently
- Prepare students for the expectations they will face in clinical practice and patient interactions

Non-Compliance

Failure to adhere to the professional dress requirements for class presentations may result in:

- A deduction in presentation grading

Evaluation of Academic Components

Student Evaluation of Teaching

1. The University of Connecticut is dedicated to supporting and enhancing teaching effectiveness and student learning using a variety of methods. The Student Evaluation of Teaching is just one tool used to help faculty enhance their teaching.
 2. The SETs are used for both formative (self-improvement) and summative (evaluation) purposes.
 3. Please note* instructors may choose to informally survey students throughout the course duration to make appropriate changes and improvements to course content and delivery.
 4. If for any reason there are less than 3 students in a class, the faculty will distribute their own SET evaluation due to the fact that the SET system will not generate a report for less than 3 students.
- [LINK: Student Evaluations of Teaching](#)

Connecticut Statute Regarding Student Ratings of Faculty Performance

1. This statute, in effect since 1989, protects the results of performance evaluations of faculty/staff in all Connecticut public higher education units from disclosure to students or any others beside the employee's supervisor without the written permission of the faculty/staff member.
2. UConn initiated this protection after receiving many student and FOI requests for the release of the results of student ratings of teaching performance in general and for specific courses. With the Statute, teaching performance evaluations are not subject to Freedom of Information disclosure.
3. Under the Storrs-based University Senate mandate, and with the protection of this Statute, the Office of Institutional Research & Effectiveness (OIRE) may release the results of student ratings of teaching to the individual rated instructor, individuals or offices within the instructor's chain of command, and other authorized University officials where appropriate and necessary. General university total summaries (as well as a reference to the Statute) are presented on the (OIRE) website.
 1. State of Connecticut Statute
 2. Sec. 10a-154a. Performance and evaluation records of faculty and professional staff members not public records. Any record maintained or kept on file by a board of trustees of a constituent unit of the state system of higher education which is a record of the performance and evaluation of a faculty or professional staff member of such constituent unit shall not be deemed to be a public record and shall not be subject to disclosure under the provisions of section 1-

210, unless such faculty or professional staff member consents in writing to the release of his records by the board of trustees of the constituent unit. Such consent shall be required for each request for a release of such records. (P.A. 89-229, S. 1, 4.)

Annual Student Review

All students enrolled in the program will participate in an annual review process to assess academic progress, professional development, and overall standing within the program. This review is a graduate school requirement and serves as a formative tool to support student success and readiness for professional practice.

Review Process

The annual review is a collective evaluation conducted by program faculty and coordinated by the Program Director. The review incorporates input from all faculty members involved in the student's academic and clinical education.

Key components of the review may include:

- Academic performance
- Clinical performance and professionalism
- Compliance with program policies and technical standards
- Progress toward program competencies and expectations

Scheduling and Format

Annual reviews will be scheduled virtually and will take place after final exams in the Spring semester. Each student will meet individually with the Program Director to discuss the outcome of the faculty's collective assessment, receive feedback, and review goals or areas for improvement.

Purpose and Professional Preparation

In addition to meeting graduate school expectations, the annual review process is designed to help students develop familiarity with annual performance evaluations, a standard practice in most professional healthcare and clinical settings. Engaging in this process promotes self-reflection, encourages professional growth, and prepares students for the types of performance reviews they will encounter throughout their careers.

Attendance

Attendance in academic classes and clinical education experiences is **highly encouraged due to the nature of the content being delivered in all courses**, for all students in the Professional

Athletic Training Program. Content covered in courses aligns with standards set forth by the CAATE and help prepare students for the BOC Exam. If a student misses a class it is their responsibility to make up the content that was delivered. Missed classes and/or clinical hours will negatively impact student learning.

Students must notify the course instructor as soon as it is known that a class or activity will be missed, or no later than 24 hours after the absence. Acceptable means of notification are telephone, telephone message, or email. In the situation of absences from a clinical education experience, the preceptor at the site must be notified as soon as possible, but no less than 30 minutes from the start of the scheduled work day.

Tardiness

“If you’re on time you are 10 minutes late” (Bob Howard, Head Athletic Trainer, UConn)

Tardiness is unacceptable and often demonstrates a lack of respect for others. Please plan appropriately to be on time to all courses, meetings, and clinical education experiences. While emergencies happen, it is the student’s responsibility to communicate appropriately with the course instructor or preceptor to notify a late arrival. Modes of communication in these situations should be established prior to the need for the communication. If a student is late to multiple classes and/or to clinical experiences a meeting will be scheduled between the student and the AT program faculty to rectify the situation. Excessive or recurring tardiness will negatively impact students overall grade, annual review process and possibly meeting the BOC standards of professional practice and endorsement for the BOC exam.

Academic Integrity

The UCONN Athletic Training Program treats academic integrity seriously and complies with the university policy.

“Academic misconduct is dishonest or unethical academic behavior that includes, but is not limited to, misrepresenting mastery in an academic area (e.g., cheating), failing to properly credit information, research, or ideas to their rightful originators or representing such information, research, or ideas as your own (e.g., plagiarism).”

More information is located at: <http://community.UConn.edu/the-student-code-appendix-a/>

Professional Memberships

Students are strongly encouraged to become student members of the National Athletic Trainers’ Association (NATA). Students are encouraged to be active in the University of Connecticut Athletic Training Student Organization (UCATS); to attend state, regional, and national NATA and American College of Sports Medicine (ACSM) meetings as part of their professional development.

Huskies Sports Health Hub

Exploring Emerging Research and Clinical Case Presentations

This event will be a chance to gather, not only as a department but with the inclusion of UConn Athletics, the Sports Medicine division and UConn Health, as a "UConn sports medicine community" to learn about and discuss emerging research and interesting clinical case presentations and treatment approaches.

Attendance at these sessions is strongly encouraged and may be part of your clinical courses (check syllabi) for all athletic training students as they present a wonderful opportunity for networking with other students, faculty and staff, as well as promoting their knowledge base as a healthcare professional.

Student Town Hall

During the semester the program hosts Student Town Hall meetings virtually every first Friday of the month, virtually or as otherwise specified. All students are expected to attend unless otherwise communicated with faculty and participation is part of your clinical course grade.

Review Sessions

Review sessions are held throughout the semester for students to obtain extra practice. Students are expected to attend review sessions in order to gain more hands-on experience and ask questions they may have and have time to practice their skills under the direction of a faculty member or adjunct instructor.

Simulation Lab

First year students will be visiting the simulation lab during their emergency procedures course as well as during their general medical course to practice skills that are difficult to obtain in person and in live subjects. These simulation days are part of different courses and students are expected to attend.

Exit Interviews

All students in their final semester of the Athletic Training Program will complete an anonymous program review questionnaire online and an in-person exit interview with the Program Director. An anonymous online questionnaire will be sent to students prior to their exit interview. This information will be used to evaluate the program and provide constructive feedback to guide future improvements.

Student Employment

While it is recognized that students may have financial need during their educational career, it is recommended that due to the academic demands of the Athletic Training Program that students limit employment commitments. During their first year in the program it may be possible to work some hours part time, but during the second year in the program due to the demands of the clinical immersive experiences, working a second job is not viable. Students must understand that academics and clinical experiences are a priority in order to successfully complete their degree. While working, students are not considered to be representing the Athletic Training Program or the University of Connecticut during their work status. Students should avoid wearing any UConn athletics or MSAT PROGRAM-issued apparel when working their job outside of the UConn MSAT PROGRAM. Please note* if a student's job employment responsibilities outside of the program are interfering with their educational performance, the student's status in the program may be evaluated.

Scholarships, federal and private student loans, and participating in research studies are some options for students to earn money during their time in the UConn MSAT PROGRAM. Please see "graduate fellowships" section for more information. Also visit <https://athtrain.kins.UConn.edu/how-to-apply/> (scroll down) for more information on AT related scholarships.

Professional Relationships

The UCONN Athletic Training Program strongly prohibits fraternizing with student-athletes or other personnel within their clinical site or at another clinical site. This includes social interaction with athletes outside of the student's clinical experience via phone, text, online or in person. It is recognized that in working closely with a team, friendships may arise between athletic training students and athletes. A professional demeanor should be exercised at all times. At no time, throughout a clinical rotation, should a student engage in conduct that could undermine their patients' confidence or cause a conflict of interest in their patients' care. If such conflicts arise the athletic training student may be reprimanded, removed or dismissed from their assigned duties. The Disciplinary policy is outlined in a subsequent section. If an athletic training student is in an existing relationship that involves an athlete at a clinical site the Program Director and the Clinical Education Coordinator must be made aware of such relationships immediately. Appropriate actions will be taken to avoid potentially contentious circumstances and to maintain an optimal learning environment for the athletic training student.

Amorous Relationships

This policy can be found in its entirety here: <https://policy.UConn.edu/2015/12/29/policy-against-discrimination-harassment-and-related-interpersonal-violence/#Relationships>

For the purposes of this Policy, "amorous relationships" are defined as intimate, sexual, and/or any other type of amorous encounter or relationship, whether casual or serious, short-term or long-term.

Instructional/Student Context

All faculty and staff must be aware that amorous relationships with students are likely to lead to difficulties and have the potential to place faculty and staff at great personal and professional risk. The power difference inherent in the faculty-student or staff-student relationship means that any amorous relationship between a faculty or staff member and a student is potentially exploitative or could at any time be perceived as exploitative and should be avoided. Faculty and staff engaged in such relationships should be sensitive to the continuous possibility that they may unexpectedly be placed in a position of responsibility for the student's instruction or evaluation. In the event of a charge of Sexual Harassment arising from such circumstances, the University will in general be unsympathetic to a defense based upon consent when the facts establish that a faculty-student or staff-student power differential existed within the relationship.

1. Undergraduate Students

Subject to the limited exceptions herein, all members of the faculty and staff are prohibited from pursuing or engaging in an amorous relationship with any undergraduate student.

2. Graduate Students

With respect to graduate students (including but not limited to Master's, Law, Doctoral, Medical, Dental and any other post-baccalaureate students), all faculty and staff are prohibited from pursuing or engaging in an amorous relationship with a graduate student under that individual's authority. Situations of authority include, but are not limited to: teaching; formal mentoring or advising; supervision of research and employment of a student as a research or teaching assistant; exercising substantial responsibility for grades, honors, or degrees; and involvement in disciplinary action related to the student.

Students and faculty/staff alike should be aware that pursuing or engaging in an amorous relationship with any graduate student will limit the faculty or staff member's ability to teach, mentor, advise, direct work, employ and promote the career of the student involved with them in an amorous relationship.

3. Graduate Students in Positions of Authority

Like faculty and staff members, graduate students may themselves be in a position of authority over other students, for example, when serving as a teaching assistant in a course or when serving as a research assistant and supervising other students in research. The power difference inherent in such relationships means that any amorous relationship between a graduate student and another student over whom they have authority (undergraduate or graduate) is potentially exploitative and should be avoided. All graduate students currently or previously engaged in an amorous relationship with another student are prohibited from serving in a position of authority over that student. Graduate students also should be sensitive to the continuous possibility that they may unexpectedly be placed in a position of responsibility for another student's instruction or evaluation.

4. Pre-existing Relationships with Any Student

The University recognizes that an amorous relationship may exist prior to the time a student enrolls at the University or, for amorous relationships with graduate students, prior to the time the faculty or staff member is placed in a position of authority over the graduate student. The current or prior existence of such an amorous relationship must be disclosed to the Office of Institutional Equity by the employee in a position of authority immediately if the student is an undergraduate, and prior to accepting a supervisory role of any type over any graduate student.

All faculty and staff currently or previously engaged in an amorous relationship with a student are prohibited from the following unless effective steps have been taken in conjunction with Labor Relations and the applicable dean or vice president to eliminate any potential conflict of interest in accordance with this Policy: teaching; formal mentoring or advising; supervising research; exercising responsibility for grades, honors, or degrees; considering disciplinary action involving the student; or employing the student in any capacity – including but not limited to student employment and internships, work study, or as a research or teaching assistant. Similarly, all graduate students currently or previously engaged in an amorous relationship with another student are prohibited from serving in a position of authority over that student.

5. If an Amorous Relationship Occurs with Any Student

If, despite these warnings, a faculty member, staff member, or graduate student becomes involved in an amorous relationship with a student in violation of this Policy, the faculty member, staff member, or graduate student must disclose the relationship immediately to the Office of Institutional Equity. Absent an extraordinary circumstance, no relationships in violation of this Policy will be permitted while the student is enrolled or the faculty or staff member is employed by the University. In most cases, it will be unlikely that an acceptable resolution to the conflict of interest will be possible, and the faculty or staff member's employment standing or the graduate student's position of authority may need to be adjusted until they no longer have supervisory or other authority over the student.

In addition to the amorous relationship itself, a faculty, staff or graduate student's failure to report the existence of an inappropriate amorous relationship with a student is also a violation of this Policy. The University encourages immediate self-reporting, and will consider this factor in the context of any resolution that may be able to be reached.

Amorous Relationship Disclosure Form: <https://policy.UConn.edu/wp-content/uploads/sites/243/2016/06/Graduate-Reporting-Form-Amorous-July-1-2016.pdf>

Discipline Policy

The following penalties were created to foster a level of quality control within the Professional Athletic Training Program. Issues that could be dealt with under the umbrella of this "Program Discipline Policy" include issues pertaining to clinical rotations, cheating, tardiness, course attendance, social media infractions, professional misconduct, overall behavior, in addition to other infractions/offenses. The **Director of the Athletic Training Program** and the **Clinical Education Coordinator** will determine the penalties as related to the infraction. Please note that any offense may be deemed as any level of penalty depending on the nature and severity of the infraction, as determined by the Director of the Athletic Training Program and/or the Clinical Education Coordinator.

Levels of Penalty:

1st Level Penalty:

- a) Meeting with the Director of the Athletic Training Program *and/or* the Clinical Education Coordinator to discuss infraction
- b) Verbal Warning to student
- c) Notation will be made in student's file
- d) Plan for remediation developed by student and approved by Program Director *and/or* Clinical Education Coordinator

2nd Level Penalty:

- a) Meeting with the Director of the Athletic Training Program *and/or* the Clinical Education Coordinator to discuss the infraction
- b) A single grade reduction for the corresponding clinical rotation course
- c) A one-week suspension from the clinical experience assignment (hours to be made up before a final grade is registered)
- d) Official notation made in the student's file

3rd Level Penalty:

- a) Meeting with the Director of the Athletic Training Program and the Clinical Education Coordinator to discuss the infraction
- b) Removal from the clinical site and failure of the corresponding clinical experience (needs to be made up before completing program)
- c) One semester suspension from Professional Athletic Training Program
- d) Official notation made in student's file

4th Level Penalty:

- a) Meeting with the Director of the Athletic Training Program and the Clinical Education Coordinator to discuss the penalty
- b) Permanent dismissal from the Professional Athletic Training Program
- c) Official notation made in student's file

Appeals Process

A student has the right to appeal any decision made by the MSAT Program. The appeals process must be initiated within 10-days of the notification of punishment. The intent to appeal must be written in a formal letter addressed to the Program Director, which should include:

The reason the student is appealing the decision
Rationale for why the decision should be overturned

Following receipt of the student's appeal, the Program Director will schedule a conference with the following individuals:

1. The student
2. The Program Director
3. Clinical Education Coordinator
4. Department Chair
5. If the disciplinary action was a result of a violation occurring in the clinical education setting: One individual representing the Athletic Training Staff and/or Preceptor

Within 2 days of the conference a final decision will be made and the student will be notified immediately. Students may file a complaint and appeal with the office of Student Affairs. More information can be found at: <http://scholasticstanding.UConn.edu/appeal-process-timeline/>.

Inclement Weather Policy

The UConn Athletic Training program will follow the University's guidance for school closings. Please make sure to sign up for alerts via the UConn Emergency Alert System: <http://www.alert.UConn.edu/>. If there is inclement weather and the University has not made an announcement please check your email for communication directly from the program/faculty.

However, a clinical facility, their director or course instructor can cancel or delay participation in a clinical rotation, activity or course if they deem the weather to be a hazard to travel or participation of the student or those who participate in the activity. Students must communicate directly with their clinical facility in case of inclement weather. Students and the administrators of the clinical site must ensure the safety of the student traveling to the site prior to the student attending clinical hours in the case of inclement weather.

If students are in their clinical immersions and the weather is not impacting them they may attend clinical hours as scheduled.

Assumption of Risk

Participation in the laboratory and clinical experiences expose AT students to potential risks from the skills being practiced or the athletic environment. Students assume risk of injury, and risk of communicable diseases when practicing clinical skills during designated laboratories or when working in the athletic environment (e.g.: scheduled practice times). Athletic training students must be aware of the potential harmful situations to minimize injury.

Students who sustain an injury must report the injury within 24 hours to the course instructor/preceptor and the Graduate Program Director. Please fill out the following form: <http://media.ehs.UConn.edu/PoliciesProceduresForms/Incident-InjuryReport.pdf>

CLINICAL EDUCATION POLICIES AND PROCEDURES

Clinical Education Policies and Procedures

Clinical Education

Students in the UCONN Athletic Training Program must complete four formal clinical education experiences (KINS 5201, 5202, 5204 & GRAD 5930). Progression within the program coincides with continued opportunities for skill implementation and critical thinking through supervision by an approved preceptor. Clinical education experiences are structured to reflect the development of advancing knowledge, skills, and responsibilities. All clinical education experiences must be educational in nature. Students will not receive any monetary remuneration during this education experience, excluding scholarships.

The program prepares students for success in a variety of athletic training opportunities and/or by providing clinical education experiences in public and private high schools, NCAA Division I, II, and III universities, hospitals, urgent cares, rehabilitation clinics and other opportunities that are engaging for the student. This variety of clinical education experiences allows for a diverse exposure to clinical sites and patient populations with varying demographics and socioeconomic statuses.

Our clinical experiences directly align with the CAATE Standard 17 and is planned to include clinical practice opportunities with varied client/patient populations. Populations students gain experiences may include and are not limited to, clients/patients, throughout the lifespan (pediatric at the high school level, elderly at PT Cares Clinic and other PT clinics, all ages during ambulance rides), of different sexes, with different socioeconomic statuses (public high schools, ACSM exercise is medicine initiative, ambulance rides), of varying levels of activity and athletic ability (ACSM Exercise is Medicine Initiative, PT Cares Clinic, coverage at Hartford Marathon with local EMS), who participate in non-sport activities (varying clinical sites as stated above).

All students will gain experiences with sports including but not limited to; primarily upper extremity, lower extremity, equipment intensive, predominately female, predominately male, at a public and private high school when applicable, with a Division 1 team and at a small college. In order to gain experience with non-orthopedic and sports related injuries students will also complete clinical hours in general medical rotations, in ambulance ride alongs and potentially in service oriented projects when available.

Students complete four clinical education experience assignments, which occur as part of the Clinical Experience courses (KINS 5201-5202) and Immersive Clinical Experience courses (KINS 5204, 5205). During the first two Clinical Experience courses (KINS 5201-5202), site assignments are made carefully by the athletic training faculty, seeking input from students, and are anchored in the CAATE Standards regarding clinical diversity and patient populations. The Clinical Education Coordinator (CEC) with input from the Program Director, and other program faculty, assess student's needs, personality, and transportation barriers prior to making assignments to the preceptor – please note that students need to provide and are responsible for providing their own transportation to and from clinical experiences. We attempt to match

students and preceptors based upon instructional style, personality attributes, and experiences of the preceptor. Our decisions regarding placement are based upon our professional experiences, as well as feedback gained from our evaluations and site visits. The CEC ensures diversity in clinical education experiences occurs for each student by completing a table each semester, which allows us to track students' experiences formally.

During the two Immersive Clinical Experience courses (KINS 5204, GRAD 5930) in the student's final year, the student has some flexibility to choose a clinical rotation within a list created by the program's faculty. In the students last semester (GRAD 5930) students have the flexibility to choose a clinical rotation anywhere in the country, as long as the student meets the criteria and the clinical site and UConn can agree on a clinical site contract. The students may complete their rotation at UConn, or other clinical sites around the area, however are not required to do so. All clinical sites reserve the right to interview all students before granting an opportunity to complete their clinical course requirements. Students will be responsible for completing background checks, fingerprinting, and any other requirement as deemed necessary by the clinical site. Students are responsible for housing (if needed) and transportation to and from clinical education sites.

Student Compliance with Technical Standards

Students enrolled in the program are required to meet and maintain all technical standards as defined by the program. These standards are critical for ensuring the safety, effectiveness, and professionalism necessary for both academic success and clinical performance.

Technical Standards Requirement

Students must demonstrate the ability to meet the physical, cognitive, communication, and behavioral competencies required to participate fully in academic coursework and clinical education. These technical standards are essential components of the program and the professional field it represents.

Change in Status

If there is a change in a student's ability to meet the technical standards at any point during the program, faculty must be informed immediately. Based on the nature and extent of the change, the program may implement one or more of the following actions:

- Temporary removal from clinical education
- Temporary or permanent removal from coursework
- Referral to the Center for Students with Disabilities for assessment
- Evaluation for potential withdrawal from the program if standards cannot be met

All decisions will be made in accordance with institutional policy and with consideration of student support and program integrity.

Communication with Assigned Clinical Education Preceptor

Students will be notified of their upcoming semester clinical education preceptor and site assignment during the preceding semester. Students will be supplied contact information for

the preceptor and the Emergency Action Plans for that clinical site. Students are required to initiate communication with the assigned clinical preceptor to introduce themselves and arrange an initial meeting prior to the clinical education experience by the end of the current semester. Meetings for distance immersive clinical experiences may occur face-to-face in the virtual environment prior to start date. Local clinical site meetings shall occur in person.

Clinical Education Evaluation

The assigned preceptor evaluates the student's clinical education performance formally twice each semester using a standardized tool on ATrack (deadlines distributed during the semester and are outlined in the associated syllabus for the course). This evaluation assesses student's overall knowledge, skill development, and foundational professional behaviors. Preceptors also provide feedback on the student's assignments needed to complete the clinical rotation including but not limited to: Patient Encounters (SOAP Notes), Clinical Site Checklist, Goals and Expectations, Clinical Site Contract and Review of the Policies, Procedures and Emergency Action Plan.

Patient Encounters

Clinical Experience Courses include logging Patient Encounters as SOAP Notes to ensure students competence in standards as outlined by the CAATE and the UConn Master of Science in Athletic Training Program.

KINS 5200 includes ambulance rides where students experience an interprofessional clinical rotation where they observe and assist EMTs and/or paramedics as needed. Students will complete 15 hours of ambulance rides by the end of the summer session.

KINS 5201 includes patient encounters evaluated by the preceptor related to preventative measures, risk management, components of the pre-participation examination, emergency procedures and lower extremity evaluation. Students must log at least 1 Patient Encounter per week totaling a minimum of 14 Patient Encounters for the semester.

KINS 5202 includes patient encounters evaluated by the preceptor related to upper extremity evaluation, strength and conditioning, rehabilitation techniques, head injuries, non-acute evaluation of the spine and general medical conditions. Students must log at least 1 Patient Encounter per week totaling a minimum of 14 Patient Encounters for the semester. Students will also be assigned non-traditional athletic training hours during this rotation that align with KINS 5109 and are completed at local hospitals and/or the student wellness center on campus. Students will complete a total of 15 hours.

A passing grade in all patient encounters outlined in KINS 5201 and 5202 as well as midterm and final evaluations of a **"B" or better** must be attained by students prior to matriculation of KINS 5204 as the students first immersive experience.

Failure to successfully complete patient encounters

If students do not meet the above-mentioned criteria students will not be allowed to proceed to their second year of instruction in clinically immersive experiences (KINS 5204 and GRAD 5930) until all patient encounters have been recorded. The student will be asked to develop a plan for remediation of skills not passed during their first two clinical experiences within 1 week of the conclusion of the Spring semester. After developing their plan students shall meet with the CEC and Program Director approximately the middle of May in order to develop a plan for remediation during summer session 1 of their second year.

Students are responsible for any additional costs and course registration that may be incurred for summer session 1 of their second year in order to ensure passing of these clinical skills with assistance from faculty and/or program preceptors.

Immersive Experiences

KINS 5204 and GRAD 5930 are the culminating clinical experiences to help students transition to practice. During both clinical experience's students will have to complete a clinical case study or other project as outlined by their course syllabus, discussion board posts grounded in transition to practice as well as 2 weekly patient encounters which are due in ATRACK and as outlined in the course syllabi.

KINS 5204 includes at minimum patient encounters that encompass lower extremity evaluation and/or treatment, upper extremity evaluation and/or treatment, and at least 1 head evaluation and/or treatment⁷. Students will submit 2 weekly encounters through the fall semester totaling a minimum of 30 patient encounters.

GRAD 5930 includes at minimum patient encounters that encompass non-orthopedic injuries and/or illness, such as mental health, general medical conditions, and nutritional factors. Students will submit 2 weekly encounters through the fall semester totaling a minimum of 30 patient encounters

At the end of the program students will have a minimum of 88 patient encounters recorded.

Clinical Education Oversight

The Clinical Education Coordinator, with help from the Program Director or another member of the program's faculty, will visit each clinical site at least once per semester. The Site Visitors role is to assist the Clinical Education Coordinator with oversight of the clinical education experience. A clinical site checklist found in the Appendix is used to ensure all clinical sites meet the standards set forth by the UConn Professional Athletic Training Program. At least one site visit will occur each semester for active clinical sites to promote communication between the program, preceptor and student, ensure the clinical site and preceptor are in compliance with program requirements, share program updates with the preceptor, and witness the student's

performance directly during the clinical education experience. These site visits will be scheduled directly with the student and preceptor.

Clinical Education Hours Requirements

The clinical education program requires students to amass a minimum number of clinical hours per semester, as outlined in the syllabi of each clinical experience course as well as a total minimum to meet graduation requirements. The number of hours a student can achieve is based on their respective course, the nature of the clinical experience (immersive vs traditional) and the credits awarded for that course. No student is to exceed a maximum of 600 total hours for any given semester without pre approval and the guidelines listed below. This number is based on full time AT duties (especially in a clinical immersive experience) that spans approximately 40 hours/week for the 15 weeks of the semester.

The average number of hours is a guide for preceptors and students. We understand that during some weeks, students may increase their hours, but it is expected that this is compensated in the following weeks, especially when students have coursework. All students are to have at least one day off in a seven-day period, as outlined by the CAATE.

Anyone violating or abusing the policy will be notified, and the proper course of action will be taken based on the disciplinary action policy outlined in this manual. Students and preceptors shall focus on quality hours with the assigned preceptor while maintaining their grades in the classroom.

Immersive experiences are focused on helping the student gain real-world experience and work alongside their preceptor as if they were the athletic trainer full-time. These courses are made to assist with the transition to practice. While students are in an experience with no in-person coursework, they may work all the hours the preceptor is working, averaging approximately 40 hours per week.

Special Accommodations for Clinical Hours

Special accommodations to the minimum and maximum limits for a semester may be made on a case-by-case basis. Students must submit the appropriate paperwork through ATRACK. The Clinical Education Coordinator will then contact the students regarding the next steps. Students must request this meeting as soon as possible when it is realized the clinical experience may require modifications to the semester hourly minimum and maximum, but at least 7 days prior to the student exceeding the hour maximum for the semester. If the Clinical Education Coordinator approves this request via ATrack, the student, Clinical Education Coordinator, and the Preceptor will reach an agreement about the student's future schedule.

Minimum thresholds for hours have been established to ensure the student gains a quality experience during their clinical education rotations. Students must maintain minimum hours per week and are not permitted to "load" their hours in the beginning of the semester. Maximum thresholds are set in order to ensure students have the ability to focus on their

coursework and successfully complete their coursework as well as gain a quality clinical education experience.

Details for each course are provided below.

YEAR 1

Fall 1-KINS 5201: *minimum 180 hours, maximum 300 hours*

Approximately 12-15 hours/week for a 15-week semester

- This clinical education experience is traditional in nature where it runs simultaneously with student's classes.
- Students will typically be placed at area high schools during this clinical experience.
- Students also participate in Pre-Participation Exams with our staff ATs, and participate in *either* the campus wide Exercise is Medicine Initiative, the PT Cares ProBono Clinic or other clinical experiences that may arise with non-sport populations.
- Students shall maintain on average a weekly minimum of 10 hours and shall not exceed 20 hours per week on a regular basis. Special accommodations can be made upon program approval, please see section on "Special accommodations for Clinical Hours"

Spring 1-KINS 5202: *minimum 225 hours, maximum 300 hours*

Approximately 15-20 hours/week for a 15-week semester

- This clinical education experience is traditional in nature where it runs simultaneously with student's classes.
- Students will have two clinical sites during this semester. One at a small college and one with UConn Athletics. Each clinical site is split between the 14 weeks and occur prior to spring break (7 weeks) and after spring break (7 weeks)
- Students will also complete non orthopedic clinical hours during this semester in a general medical rotation at SHaW on campus and/or at an urgent care center
- Students shall maintain a minimum of 12 hours and shall not exceed 25 hours per week on a regular basis. Students are not permitted to complete the majority of their hours in one of the clinical sites. Special accommodations can be made upon program approval. Please see section on "Special accommodations for Clinical Hours"

YEAR 2

Fall 2-KINS 5204: *minimum 380 hours, maximum 600 hours*

**see specific hour requirements in bullets*

- During this clinical immersion, students do not have in person classes until after Thanksgiving break. Students' courses run asynchronously throughout the Fall semester in order to not detract from their clinical experience. Students are encouraged to work alongside their preceptors during their normally scheduled times to gain the invaluable experience of immersion and begin their transition to practice.
- *Students are **required to return to the Storrs campus for a 2-week intensive in person session which includes a cumulative final practical and a cumulative written exam during finals week as part of their KINS 5111 course and KINS 5115.***

- *Hours per week will depend on the clinical site. Students should focus on the day-to-day, week-to-week operations of the preceptor's job and responsibilities. Students in immersions need to mirror their preceptors' schedules in order to gain appreciation for the profession and fully understand their responsibilities when they become practicing clinicians.*
- Students shall maintain a minimum of 15 hours and shall not exceed 40 hours per week on a regular basis while still maintaining the criteria of a clinical immersion as outlined above. Students are not permitted to complete the majority of their hours in one of the clinical sites.

Spring 2 – GRAD 5930: minimum 380 hours, maximum 600 hours

**see specific hour requirements in bullets*

- During this clinical immersion, students do not have any courses and are only completing their case studies and/or projects asynchronously. This affords the students the ability to immerse themselves in their last clinical rotation and be fully ready to transition to practice.
- Students will return to campus the week before graduation to present their case studies and to reflect on their time in the program as well as, prepare for graduation.
- *Hours per week will depend on the clinical site, the focus of students should be the day-to-day, week to week operations of the preceptors job and responsibilities, students in immersions need to be mirroring their preceptors schedules in order to gain the appreciation for the profession and to fully understand their responsibilities when they become practicing clinicians.*

*Following the completion of your first immersion, faculty will assess and evaluate the amount of total hours amassed by the student and will make determinations on a case by case basis regarding the hours and professional preparation of the student based on the clinical site students will be attending for their second immersion in order to address any needs of the student as they prepare for their BOC exam and professional practice. *This may involve starting earlier in the Spring Semester in order to achieve the minimum amount of hours in order to be eligible for graduation.*

If students complete more than the maximum number of hours required (with permission) in their fall immersive experience, they may be allowed in some instances to roll those hours over to their Spring Immersion.

Considerations may include: Addressing any needs of the student as they prepare for their BOC exam and professional practice, students who have gone above and beyond and completed clinical hours above the requirements, and/or the nature of the site does not have the opportunity to complete a certain amount of hours either due to weather related circumstances, unforeseen preceptor absences, or prolonged school sanctioned breaks.

Additionally, students must always adhere to the **CAATE accreditation rules** throughout their clinical education.

*Students assigned to and wishing to participate in an August pre-season sport (i.e. football, soccer, etc.) and students assigned to a winter sport that continues over the University's winter break (when the Fall nor Spring academic semesters are in formal session), must be enrolled in a clinical experience course, the following semesters clinical course covers the students liability insurance as it is a clinical internship registered course.

It is the student and preceptor's responsibility to develop a schedule that optimizes the quality of the clinical education experience rather than simply the quantity of hours. All clinical hours must be accurately recorded and entered ATrack. It is recommended that hours be recorded daily with preceptors approving student hours weekly.

Summer Internships during the second year

Students wishing to complete an internship in the summer have the option of enrolling in an independent study: KINS 5106 with the program director in order to complete a rotation and clinical hours that they otherwise cannot complete during the semester. This is completely optional and up to the student. If students are enrolled in the independent study, these hours count towards their experience and not towards their overall clinical hours. Syllabi are provided to each student for these experiences and are an optional course for credit vs. clinical hours.

Clinical Education Experience/Immersive Experience Grading

Grading and criteria for all clinical experience courses are outlined in each syllabus. All clinical experience and immersive experiences are graded based on a combination of factors including: Clinical experience hours, discussion board posts when applicable, student reflections when applicable, evaluations of students by the preceptor (midterm and final), and the completion of all clinically integrated proficiencies and/or patient encounters.

For each clinical education course students will be assessed using the performance criteria identified for their level, using evaluations at midterm, final and clinical integrated proficiencies and patient encounters as address by each course syllabi. Students must pass (83% or better) the semester evaluation and the specific course requirements (83% or better) in order to pass the course. Failure to achieve 83% or better in either part of the course requirement will result in failure of the course and the need for remediation in order to proceed to the next clinical experience course.

All students are expected to attend scheduled clinical assignments. If a student has been assigned a clinical rotation which entails a preseason, the student is required to make plans to attend. If a student has a foreseeable scheduling conflict, it is their responsibility to notify the site preceptor at least 48 hours prior. Unforeseeable absences will not be counted as excused absences unless the student provides the instructor/preceptor documentation and verification within one week of the absence. Excused absences include an illness, a family crisis or otherwise approved by the student's

preceptor. **If an event arises within 24 hours of a scheduled clinical assignment, it is the students' responsibility to orally communicate with the assigned preceptor.** Failure to meet the attendance requirement and expectations will result in grade reduction as determined by the preceptor and course instructor.

Students who fail to meet the clinical education requirements and expectations, as stated in the clinical experience contract, are subject to disciplinary action as outlined below.

Clinical Education Disciplinary Action

1st Level Penalty:

- a) Meeting with the Program Director *and/or* the Clinical Education Coordinator to discuss infraction
- b) Verbal Warning to student
- c) Notation will be made in student's file and logged into Nexus

2nd Level Penalty:

- a) Meeting with the Program Director *and/or* the Clinical Education Coordinator to discuss the infraction
- b) A 5% overall grade deduction for the corresponding clinical rotation course
- c) A one-week suspension from the clinical experience assignment (hours to be made up before a final grade is registered)
- d) Official notation made in the student's file and logged into Nexus

3rd Level Penalty:

- a) Meeting with the Program Director and the Clinical Education Coordinator to discuss the infraction, with the inclusion of a Graduate School Representative if necessary
- b) Notification to the graduate school
- c) Removal from the clinical site and failure of the corresponding clinical experience (needs to be made up before completing program)
- e) Official notation made in student's file and logged into nexus

4th Level Penalty:

- a) Meeting with the Program Director and the Clinical Education Coordinator to discuss the penalty, with the inclusion of a Graduate School Representative
- b) Permanent dismissal from the Professional Athletic Training Program
- c) Official notation made in student's file

Students who do not complete the minimum mandatory clinical hour requirements by the last day of class will be given an incomplete and will result in a 5% grade deduction of the overall course grade. Students will be expected to complete the minimum hour requirement to matriculate to the next clinical education experience.

Prior to beginning the clinical rotation students must meet with the preceptor and discuss, student expectations, goals for the semester, review the sites EAP, clinical contract, and come

up with a schedule for clinical hours. Failure to complete the above documents in ATRACK **with in the first seven days of the semester**, will result in a 5% reduction of the overall clinical grade. Every day after the seventh day will be an additional 5% reduction in the overall clinical grade. All supporting clinical education materials (i.e. patient interactions, final evaluations, goals, contracts, approved hours, preceptor evaluations and all other materials involving clinical education) are due on the last day of class in the ATrack system. Students who turn in any of these materials late will result in a 5% deduction of the total grade in the clinical experience/immersive course unless otherwise communicated with the Clinical Education Coordinator, Program Director and/or preceptor.

Professional Liability Insurance

Students are required to carry professional liability coverage under the blanket University policy. The university covers this cost for current students involved in formal clinical education experiences. Individual student policies are available and strongly recommended if students choose to pursue other opportunities outside of the athletic training program, such as but not limited to internships outside of a regularly scheduled clinical course.

Transportation

All students are required to have access to a car/ride/transportation for at least one semester in the Professional Athletic Training Program. Students are required to notify the Clinical Education Coordinator if this access to a car and/or other transportation changes during their time in the program.

Record Management – ATrack

The Athletic Training Program uses ATrack to assist with record management and communication. All preceptor, clinical site and student evaluations are completed and recorded in ATrack.

Students must log their hours daily in ATrack. Preceptors are required to approve the hours weekly. Travel time should not be included in the recorded hours – only hours where direct patient care, observation and tasks related to athletic training are being performed.

Appropriate Professional Attire

Professionalism not only includes student conduct at the clinical site but also professional attire. As a health care professional, personal hygiene, and professional appearance are important factors that reflect the level of respect you have for yourself, for the university, and for your clinical site.

Students are required to follow the policies and procedures regarding the dress code, as per the MSAT handbook. UConn ISSUED NAME TAG **must be always worn** while in clinical – this is directly linked to the CAATE Standard regarding students being identifiable while at clinical.

Proper clinical attire should include chino or khaki pants of neutral color, collared shirt, a belt, and clean footwear at minimum. If students are given “gear” at their clinical sites, they must (as stated above) clarify when it is appropriate to wear this issued gear.

At a minimum, students should follow these guidelines for appropriate and professional attire in the athletic training clinical setting. If your clinical site dress code is more stringent than the “acceptable attire” below, you must comply with their policies:

1. Acceptable Attire:

- Monday thru Friday – University athletic training polo or staff shirt, tucked in; clean, functional pants or shorts (minimum 5” inseam); belt must be worn if pants/shorts have belt loops; hair pulled back (unisex); clean-shaven unless mustache and/or beard is established.
- It is recommended that when wearing a white shirt, you wear an undershirt.
- Events
 - Basketball, volleyball - business casual (defer to preceptor)
 - Ice hockey, outdoor events – University athletic training staff shirt; Chino shorts/pants
 - During inclement weather, dress warmly. However, when treating athletes in the athletic training room prior to going outside, a staff shirt and chinos must be worn.
- Travel – For Travel you can defer to your preceptor/clinical site for appropriate attire.

2. Unacceptable Attire: (You will be asked to go change or leave, so please adhere to above!):

- Drawstring sweat suits or workout clothes
- break-away pants
- Jeans
- dangling jewelry (should have no danger of catching or causing injury)
- long/dirty fingernails (must be suitable for manual therapy)
- tank tops
- Open toe/open heel shoes of any style or greater than 1” heels
- unshaven facial scruff (beard/mustache not in progress)
- tongue piercing (may interfere with CPR)
- hats are unacceptable when working in the athletic training room but may be worn outside as long as it is UConn, Nike (or the approved brand of the clinical site), or plain.

Criminal Background Checks and Drug Screenings

Incoming students will get a Criminal Background Check and a 12-panel drug urinalysis during their first summer semester using the Complio system. The fee for background checks varies (based on individual states’ court fees), but generally run between \$35-75 and covers the previous 7 years of locations where you have lived (including internationally if necessary). In addition, the drug test includes analysis done via local Quest labs. Drug urinalysis fees generally run between \$35-60. The cost for both the CBCs and Drug Tests are NOT covered by your health

insurance and must be paid out-of-pocket by the student.

During the two years of the program, students will be placed in supervised settings in local schools and athletic facilities. Many of these sites may require additional background checks, fingerprinting or drug screenings before a student begins their training. Each student is responsible for working with the MSAT Clinical Education Coordinator and the site coordinator in determining if their assigned site requires these, and to decide to have these done either through Complio or through the site's own service provider.

NOTICE: A negative return on a criminal background check or a failed drug screen result WILL VERY LIKELY impede or prevent a student's participation in clinical experiences, as well as your ability to be licensed to practice Athletic Training in some or all states. Students are encouraged to discuss ANY concerns anonymously with the University Clinical Case Manager at clinicalcasemanager@UConn.edu at the start of their training, since the nature and timing of criminal offenses are considered. Please note that our partnering training sites, not the MSAT Program or UConn Clinical Case Manager have ultimate authority in permitting students to participate in training at their facilities.

Clinical Compliance Requirements

All students must fulfill a set of clinical requirements prior to being cleared for participation in clinical/field placement experiences. These requirements are monitored by UConn's Office of Clinical Placement Coordination (OCPC) and include immunizations, annual physical exam, annual tuberculosis screening, CPR certification, HIPAA and OSHA trainings, health insurance coverage, forms, criminal background check, and drug screen. For a full list of compliance requirements as well as deadlines and important information, please refer to communication from OCPC or visit OCPC's Athletic Training resource page at <http://ocpc.office.UConn.edu/AT>. You will not be able to begin your assigned placement if compliance requirements are not met, and you will be removed from your placement if compliance lapses. OCPC will communicate with each student as expiration dates approach for all requirements (60 days, 30 days, 15 days, 7 days, and 24 hours). If a student falls out of compliance, OCPC and the CEC remove the student from their clinical rotation until OCPC approves the student is within compliance.

HIPAA/FERPA/Diversity Training

All students will receive training in HIPAA (Health Information Privacy & Protection Act), FERPA (Family Educational Rights and Privacy Act) and Diversity Training through the online management system via the OCPC. During clinical education experiences, students will have access to confidential personal and medical records. Students shall only access patient information as necessary for the purposes of direct patient care and/or when specifically directed to do so by their preceptor for the purposes of the clinical experience.

Patient Rights and Confidentiality of Information:

Any patient has the right to refuse treatment by a student for any reason.

During all practicum, students must identify themselves as an athletic training student to patients and other health care professionals. All documentation performed by the student must be authenticated by a certified athletic trainer and the student's signature must be followed by the title: ATS. Students participating in clinical experiences will be exposed to/work with confidential patient information. They have a moral, ethical, and legal responsibility to maintain the confidential nature of this information as defined by the Health Insurance Portability and Accountability Act (HIPAA) of 1996. Under HIPAA, patient information can be shared with only those persons who have legal access to the patient's medical record.

Therefore, students are NOT allowed to:

- discuss patient information in public places (e.g., the cafeteria, elevators, lobby, etc.)
- make photocopies of any patient records
- use patient information for any purpose other than patient management
- take pictures of patients without written permission from the patient and from the clinical site.
- review records of patients they are not treating

Any unauthorized review or release of confidential information by any student to unauthorized persons will be grounds for immediate course failure and potential dismissal from the program.

All clinical site regulations governing this must be followed.

Protection of Private Clinical Site Information:

Students must understand that they are not allowed to remove or disclose any business related information related to a clinical site without permission from that site. This information may relate, for example, to any financial aspect of the business, intervention protocols, or staff Information.

Interpersonal problem resolution

If interpersonal conflict between the student and the preceptor occurs, it is the student's responsibility to make the first attempts at resolution. This usually involves a private conversation between the parties involved. Documentation of the conversation, including date, time, item(s) discussed, resolution (if reached), steps going forward should be detailed and kept by the student for future reference if needed. If the problem is not resolved through this conversation, both the student and the preceptor should contact the CEC or Site Supervisor as soon as possible. The CEC and/or Site Supervisor (in conjunction with the CEC) are responsible for clearly defining the problem and developing a plan for resolution. This may include counseling the student regarding appropriate interpersonal behaviors in the athletic training setting and working with the preceptor to improve the educational process. The CEC will keep

notes of every conversation dealing with problems. Where interpersonal conflict at the clinical site cannot be resolved, the CEC may choose to withdraw the student and will decide in consultation with the Program Director and Program Faculty on future placement.

Infectious/Communicable Disease Policy

The purpose of the Infectious/Communicable Disease Policy is to protect the health and safety of the Athletic Training Students, Preceptors, Athletic Training Program Faculty, and patients. The plan was developed to provide the Athletic Training Student, Preceptor, and Athletic Training faculty with a plan to assist in the management of students with infectious disease as outlined and defined by the Centers for Disease Control and Prevention (CDC). The CDC and UConn Department of Environmental Health and Safety recommendations were used to develop this policy.

Students who are sick and suspect that the disease may be communicable may not participate in clinical education and patient care. The clinical preceptor and **Clinical Education Coordinator must be notified to discuss the situation.**

Defining Infectious/Communicable Disease

Communicable diseases (also known as transmissible OR communicable) are those diseases, which are spread due to the close association with student-athletes and other patient populations. According to Taber's Cyclopedic Medical Dictionary edition 21, an infectious disease is "Any disease caused by growth of a pathogenic microorganism in the body." (p. 1186).

There are 4 main types of transmission including direct physical contact, air (cough, sneeze, or inhaled particles), a vehicle (ingested/injected), and a vector (via animal/insect). Communicable diseases include: Diarrheal Diseases, Measles, Scabies Varicella, Conjunctivitis, Diphtheria, Herpes Simplex, Meningococcal infections, Streptococcal infections, Zoster, Enteroviral infections, Mumps, Rubella, Tuberculosis, Viral Respiratory Infections.

Bloodborne pathogens are capable of causing death or disease to an immune competent adult. The most significant bloodborne pathogens include: Human Immunodeficiency Virus (HIV), Hepatitis B Virus, Hepatitis C Virus, and Hepatitis D Virus. Bloodborne pathogens can be transmitted through direct physical contact (person to person), indirect contact (object to person), mucous membrane, parenteral inoculation (needlestick, broken skin).

Guidelines for Prevention of Exposure and Infection

1. Athletic training students, preceptors and faculty must successfully complete annual bloodborne pathogens training.
2. Athletic training students, preceptors and faculty are required to use proper hand washing techniques and practice good hygiene at all times.

3. Athletic training students, prospective athletic training students, clinical preceptors and faculty are required to use standard precautions at all times. This applies to all clinical and affiliated clinical sites.
4. Athletic training students, preceptors and faculty are not to provide patient care if they have active signs or symptoms of an infectious disease.
5. All athletic training students are responsible for maintaining up-to-date vaccinations, including the Hepatitis B vaccination, prior to their clinical education experience, and any other vaccinations required by the university. The student must verify these records as part of the admissions process.

Guidelines for Managing a Possible Exposure to a Bloodborne Pathogen

1. An athletic training student who has been exposed to a potential bloodborne pathogen before, during, or after a clinical experience should report that exposure to his/her preceptor **immediately** and to the Clinical Education Coordinator or Program Director.
2. Acute management of the wound, if applicable, should occur.
3. The athletic training student should receive follow-up care as soon as possible on the day of exposure at one of the following locations:
 - a. UConn Student Health Services (*when classes are in session*)
 - i. MTRF 8 am-5 pm; W 10:30-5 pm
 - ii. Advice nurse: M-F 7 pm-8am, weekends (860-486-4700)
 - b. UConn Health Storrs Urgent Care (860-487-9300)
 - i. Mon-Fri 9 am – 9 pm
 - ii. Weekends and holidays 9 am – 5 pm
 - c. Local emergency department (Windham Hospital, 112 Mansfield Ave., Willimantic; or as appropriate for distance immersive clinical sites)
4. The athletic training student **MUST** report the incident to Student Health Services for documentation purposes as soon as it is open.

*If students are exposed to a potential blood borne pathogen off site at a clinical rotation that is off campus, students must follow the exposure plan of the site. In turn, students must also contact the Clinical Educational Coordinator to inform them of the exposure and contact UConn health services to ensure they are following appropriate guidance.

Guidelines for Managing Potential Infection

1. An athletic training student who has been exposed to a potential infection before, during or after a clinical experience should report that exposure to his/her preceptor **immediately** and to the Program Director or Clinical Education Coordinator.
2. Any athletic training student who demonstrates signs or symptoms of an infectious disease that may place him/her and/or his/her patients at risk should report that potential infectious disease to appropriate health care providers, as well as to his/her preceptor.

3. The student is responsible for keeping the Preceptor and Clinical Education Coordinator OR Program Director informed of his/her conditions that require extended care and/or missed class/clinical time. The student may be required to provide written documentation from a physician (Student Health Services) to return to class and/or clinical site. If students are at an off campus location, they may need to provide documentation from and/or to the student health services at that location.

Clinical Site Requirements

1. Clinical Preceptor on-site has completed Initial Preceptor Training and has current BOC certification, state licensure, Basic Life Support or equivalent certification.
2. Written venue-specific Emergency Action Plans are posted and/or accessible.
3. Written and approved standing orders in compliance with the state Scope of Practice
4. System and proper storage for medical record documentation, which comply with all HIPAA Policy regulations.
5. Site complies with the Therapeutic Equipment Safety Policy
6. Established and maintained Universal Precautions, appropriate removal of contaminated biohazard waste, and compliance with OSHA & Infectious Disease Policy
7. Availability of running water for proper hand washing and cleaning to aid in preventing the transmission of Communicable Disease
8. Signed clinical affiliation agreement and non-discrimination form
9. Maintains 100% completion with the clinical site visit checklist unless otherwise communicated and determined differently with program administration

Therapeutic Equipment Safety Policy

All therapeutic equipment at University of Connecticut Athletic Training Program clinical education sites must comply with safety standards based on manufacturer's recommendation or federal, state, or local ordinance regarding equipment-specific calibrations and maintenance. Clinical education sites accredited by the Joint Commission, AAAHC or other recognized external accrediting agencies are exempt. Examples of therapeutic equipment include therapeutic ultrasound, transcutaneous electrical stimulation modalities, whirlpool, hydrocollator, low-level laser, and electrical cardiovascular equipment. Each clinical education site will provide record of the annual inspection report of all therapeutic equipment provided by an outside agency or school/organization personnel. All reports will be sent to the Clinical Education Coordinator by the end of the fall semester each academic year. Clinical education sites that are non-compliant with this policy will not be used during the subsequent University of Connecticut academic semester.

Direct Supervision Policy

The following policy was developed by the Athletic Training Program to meet the Clinical Education requirements set forth by the Commission on Accreditation of Athletic Training

Education regarding clinical supervision:

1. Students in the Athletic Training Program must have consistent visual and auditory contact with their designated clinical preceptors. The preceptor must provide on-going communication regarding performance, athletic training skills, and day-to-day issues pertaining to the care of patients and education of the student.
2. The preceptor must be physically present and have the ability to intervene on behalf of the ATS and/or patient when necessary.
3. The ATS can only travel under the direct supervision of a preceptor.
4. The Site Visitor, as assigned by the Clinical Education Coordinator, will conduct at least one in-person clinical site visits (approximately between weeks 3-4 and 8-9) during each of 14-week clinical rotation to discuss student progress, clinical education, and to address and resolve any issues.
5. The student to preceptor ratio will not exceed the following values for each clinical site:
 - a. Large university setting (e.g., UConn): 3:1
 - b. High school setting: 2:1
 - c. Clinic/rehabilitation clinic: 2:1
 - d. Small college setting (Saint Joseph's/ECSU): 2:1

Travel Policy

Athletic training students **are encouraged** to travel with teams associated with their clinical experience to away events as part of their clinical experience if team budget allows under the following conditions:

1. The athletic training student must be accompanied on the trip by their Preceptor
2. The athletic training student requests, and gains approval to travel from each instructor PRIOR to leaving. Athletic training students are not excused from classes to travel with teams without PRIOR approval from faculty/instructors.

Any questions regarding this policy should be directed to the Athletic Training Program Director **prior to traveling**. Athletic training students are never permitted to transport athletes in their private vehicles.

Appendices

Professional Athletic Training Program

Appendix A: Faculty & Staff Contact Information

Name	Role	Email	Office Location	Office Phone
Laurie Davaney	Kinesiology Department Head	laurie.devaney@UConn.edu	Kinesiology Building & Gampel 220	860 486- 1118
Eleni Diakogeorgiou	Program Director	Eleni.diakogeorgiou@UConn.edu	Gampel 218	860 486- 5532
Lauren Sheldon	Clinical Education Coordinator	Lauren.sheldon@uconn.edu	Gampel 193	
Neal Glaviano	Assistant Professor	Neal.glaviano@UConn.edu	Gampel 217	860 486- 6712
Stephanie Singe	Associate Professor	Stephanie.mazerolle@UConn.edu	Gampel	860 486- 4536
Zach Maass	Medical Director	Zachary.maass@UConn.edu	Burton	860 486- 0404
Douglas Casa	Professor, KSI	Douglas.casa@UConn.edu	Gampel	860 486- 3624
Mike DiStefano	Course Instructor	Michael.distefano@UConn.edu	Gampel 193	
Catie Dann	Clinical Athletic Trainer / Course Instructor	Catie.dann@UConn.edu	Gampel ATR	860 486- 8861
Robert Huggins	Assistant Professor, KSI	Robert.huggins@UConn.edu	Gampel	860 486- 6711
Bob Howard	Head Athletic Trainer	Robert.howard@UConn.edu	Burton ATR	860 486- 3634
Bambi Mroz	OCPC Clinical Compliance Coordinator	bambi.mroz@UConn.edu		860 486 9340
Amber LaFontaine	Administrative Support	Amber.LaFontaine@UConn.edu	Gampel 223	860 486- 1121
Charlie Case	Administrative Support	Charlie.case@uconn.edu	Gampel 223	860-486- 1122

Appendix B: Admissions Policies

Admission Requirements

The Athletic Training major is a competitive and selective academic program that prepares students for a professional career in the field of Athletic Training. At the graduate level, acceptance into the Athletic Training Program requires an undergraduate degree in a related field and secondary application. Internal applications, those who are applying and are completing their bachelor's degrees at UConn are asked to contact the program director by September 15th and to submit their application materials by October 15th. Priority review is given to external applications received by November 15th of each year, however applications are reviewed on a rolling basis with decisions made no later than April 1st for the incoming class which starts typically the third Thursday in May with Orientation. Applications reviewed after the November 15th deadline will continue and if all seats are already filled, strong applications will be put on a waitlist and notified.

Pre-Requisite requirements:

Prospective students interested in pursuing the Professional Master of Science in Athletic Training program must meet the following prerequisites:

- Must have earned a bachelor's degree in any discipline
- Transcript verification that the following college courses have been completed within the past (7) years. A "B" or better is recommended for pre-requisite courses :
 - Biology with lab
 - Human Anatomy & Physiology I & II* (*The requirement for Human Anatomy and Physiology I & II can be substituted with separate Human Anatomy and Human Physiology courses)
 - Chemistry with lab
 - Physics with lab (this requirement may be met with a robust biomechanics course, faculty will review syllabi on a case by case basis)
 - Psychology
 - Statistics
 - Exercise Physiology
 - Nutrition

Cumulative undergraduate GPA of 3.0 (3.0 GPA in last 2 years of undergraduate work). Applications with all pre-requisites completed or in progress will be reviewed. Applications missing pre-requisite courses will not be reviewed for admittance to the program. Pre-requisite courses may be substituted by other courses with content that would fulfill the pre-requisite course. These circumstances will be reviewed on a case by case basis by the AT faculty admissions team. If an applicant feels as though they have courses that can be used for substitution of any of the pre-requisite courses it is the applicants responsibility to contact the

program and provide necessary syllabi and course descriptions for the substitution.

Please note: in order to be considered for the Professional Master's degree in Athletic Training, you will need to submit two concurrent applications

- 1.) Through the [UConn Graduate school](#)
- 2.) And via the [Athletic Training Centralized Application Service \(ATCAS\)](#), and
*For more information on the UConn Graduate School, please [click here](#).

The [UConn graduate school](#) requires the following:

1. Official transcripts
2. Domestic Applicants only:
 1. Residence Affidavit Form
3. International Applicants only:
 1. English Proficiency Exam
 2. US Student Visa Sponsorship

Using the [ATCAS](#) service, you will be required to submit the following:

1. You will have to input your application ID from the UConn Graduate school portal in order to complete your ATCAS application
2. Official transcripts
3. Course Descriptions for all Prerequisite Courses
4. 2 Letters of Recommendation
5. Provide a Statement of Interest and Professional Goals. The statement is important aspect of the application, as it is the chance for the program faculty to learn more about you and your reasons for applying to the program. The statement should define your characteristics as a person and a future health care provider. The MS in Athletic Training program is rigorous and time intensive, thus students are encouraged to reflect on their strengths and ability to succeed.
6. Review and confirm the [technical standards](#) for the program.

Application Materials

- 1. Application Cover Sheet**
- 2. Two (2) Letters of Recommendation**
 - Examples include: former coach, HS teacher, current UConn instructor (*not currently affiliated with UCONN Athletic Training Program*)
 - Letters should be addressed to Dr. Eleni Diakogeorgiou, Program Director, Department of Kinesiology, U-1110
 - *Letters shall be submitted through the electronic system.*
- 3. Letter of Intent**
 - Essay explaining why you have chosen a career in Athletic Training; indicate your goals and professional expectations.
 - This letter should be typed and professional.

- Limit to 1-2 pages, 650 words

Admission Process

1. **Priority given to applications submitted by November 15th** (*components listed under “Admission Requirements” on the program website*)
2. **Review of application materials**
3. **Virtual Interview**
4. **Admissions Committee Final Review**
 - The Admissions Committee will review only completed applications and support materials received by the deadlines
 - Applications will be graded and ranked according to a rubric (Admin Rubric)

**Notification of acceptance into the Athletic Training Program will be made via email no later than April 1st of every year. Any applications received after the April 1st deadline will be reviewed on a case by case basis*

Upon acceptance to the Professional Athletic Training Program, students will be required to provide verification of the following at the MANDATORY ORIENTATION session the day before classes begin:

1. Proof of Basic Life Support or equivalent and First Aid certification
2. Completed Technical Standards form (*available on website*)
3. Completed Clinical Health Review form (*available on website*)
4. Completed Complio Background and Vaccination check

Appendix C: Technical Standards

University of Connecticut Athletic Training Program Technical Standards

Athletic training is a mentally, physically, and psychologically demanding healthcare profession. The University of Connecticut Master of Science in Athletic Training Program (MSAT) is a rigorous and intense program that places specific requirements and demands on the students enrolled. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a broad spectrum of individuals engaged in physical activity including but not limited to the following domains, risk reduction wellness and health literacy, assessment, evaluation and diagnosis, critical incident management, therapeutic intervention, healthcare administration and professional responsibility.

The technical standards set forth by the Athletic Training Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer and meet the expectations of the program's accrediting agency, the Commission on Accreditation of Athletic Training Education (CAATE).

The following abilities and expectations must be met by all students admitted to the UConn Master of Science in Athletic Training Program. The UConn MSAT student must be able to function effectively in various educational clinical situations and communicate effectively with peers, instructors, staff, patients, and health care team members. The following standards are essential functions, and candidates for selection to the Athletic Training Program must demonstrate:

1. The mental, emotional, and intellectual capacity to assimilate, analyze, synthesize, integrate concepts, and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.

Criteria: a) At least 2 years of full-time college coursework with a minimum GPA of 3.0, b) a 3.0 in pre-requisite courses

2. Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and safely and efficiently use equipment and materials during the assessment and treatment of patients. In any case where a candidate's ability to complete and interpret physical examinations is compromised because of motor skills, the candidate must demonstrate alternative means and/or abilities to assess and treat patients.

Criteria: a) Completion of a standard physical and signature page by a health care provider, b) ability to perform CPR and First Aid [American Heart Association BLS Provider documented with certification completion]. Students will complete all necessary paperwork and submit to the Office of Clinical Placement Coordination (OCPC).

3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to,

the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to demonstrate proficiency in the English language such that they can communicate effectively in oral and written form with all members of the health care team. Criteria: a) Satisfactory performance in the application requirements as reviewed by AT faculty. AT Faculty will consider the recommendation letters, cover letter and interview for this criterion.

4. The ability to record the physical examination results and a treatment plan clearly and accurately. Criteria: a) Satisfactory performance in the application essay

5. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care. Criteria: a) Satisfactory performance as defined by recommendation letters and as reviewed by AT program faculty. The UConn MSAT student must be able to maintain composure and act in an effective manner quickly and efficiently in unpredictable acute emergency situations and therefore have:

6. The mental capacity to maintain composure and continue to function well during periods of high stress. Criteria: a) Satisfactory performance as defined by recommendation letters and as reviewed by AT program faculty

7. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations. Criteria: a) Satisfactory performance as defined by recommendation letters and as reviewed by AT program faculty

In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program. On occasion, reasonable accommodation may be required by otherwise qualified individual candidates to meet the technical standards specified below. Requests for accommodations will be granted if the requests are reasonable, do not cause a fundamental alteration of the Athletic Training Program, do not cause an undue hardship on the University, are consistent with the standards of the Athletic Training Program, as facilitated by the University of Connecticut Center for Students with Disabilities. For more information regarding the University's policy and procedures for accommodating students with disabilities contact the Center for Students with Disabilities, Wilbur Cross Building, Room 204, or via phone at 860-486-2020 or email csd@uconn.edu [website: <http://csd.uconn.edu/>].

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

****Note:** The student must inform and provide documentation to the program director (Dr. Diakogeorgiou) of any changes in health status, which can impact on the ability to meet the technical standards as described above. Failure to do so can result in disciplinary action. If a student experiences a change in health status, which may affect the ability to meet the technical standards as described above, they may follow the registration and accommodation

request process with the Center for Students with Disabilities to determine whether they can continue to meet the technical standards as listed above.

University of Connecticut Athletic Training Program Technical Standards

Signature Page

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

It is the responsibility of a student with a disability, or a student who develops a disability, who requires accommodations to meet these technical standards, to self-disclose to the University of Connecticut Center for Students with Disabilities (CSD) and request accommodations. The student must provide documentation of the disability and the specific functional limitations during the registration process with CSD. In conjunction with the Athletic Training Program, CSD will help a student who states he/she could meet the program's technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws.

The University of Connecticut will determine whether the student can meet the technical standards with reasonable accommodation; this includes a collaborative review of whether the accommodations requested are reasonable, taking into account whether the accommodation would jeopardize clinician/patient health or safety, or the educational process of the student or the institution, including all coursework, clinical experiences and internships deemed essential to graduate.

I certify that I have read and understand the technical standards of selection listed above and I believe to the best of my knowledge that I can meet each of these standards, with or without accommodation. I understand my admission and continuation of this program is contingent on meeting these standards and failure to do so may deny admission or I may be separated, discontinued, or dismissed from the program

Applicant Name (Printed)

Signature of Applicant

Appendix D: Complio

You will be supported in meeting your compliance goals by working with ***the UConn Office of Clinical Placement Coordination (OCPC)*** at: <https://ocpc.office.UConn.edu/information-for-students/> that will provide further details of MSAT policies as well as additional necessary forms that will allow you to review to prepare for participation in the program. You may begin that process now, but no later than the Summer I semester beginning on 5/18/23. In addition to these requirements, we will provide you with information to establish an online subscription account with ***American DataBank / Complio*** which will be the portal for you to upload and manage all your compliance records.

Monitoring Student Compliance of Clinical Education Requirements

Records of student compliance are monitored by the OCPC Clinical Compliance Coordinator via the Complio student account portal, and include:

- Current health history and immunizations, inc. physical examinations, titers, tb tests and influenza boosters
- Maintenance of health insurance
- OSHA training
- HIPPA training
- Student Waiver / Release of Medical Information
- CPR certification inc. First aid training
- Criminal background Checks and Drug Screenings
- Additional paperwork as necessary

Before the start of the first Summer Semester, the OCPC Clinical Compliance Coordinator will direct students to online training modules that will outline the requirements and compliance procedures to students upon entry into the program. Students are asked to sign and submit the Release and Authorization for Use or Disclosure of Protected Health Information at the beginning of the compliance preparation process. Students are responsible for maintaining all compliance responsibilities and submitting all documentation into the Complio records system on the schedules indicated.

The OCPC Clinical Compliance Coordinator, along with the Complio medical records system will send periodic notification reminders to students regarding annual OSHA training, TB tests, CPR training classes, etc. As health compliance requirement are met, students must upload their health and immunization records to Complio. Students will receive notifications from Complio regarding the need to update their records as necessary.

Students who do not follow compliance procedures risk their ability to participate in integrated and full-time clinical experiences.

Failure to submit information by the specified deadlines will impact the start of your training practice and thus may prolong or preclude participation in the program. Students with incomplete health record submittals who are scheduled to attend practice or observations will not be allowed to start their training. Missed training days will not be waived for this excuse and students will be required to make that time up at the discretion of the faculty. All those faculty teaching academic courses that include clinical practice or observation in affiliating sites are responsible for ensuring that all students demonstrate compliance with program policies and procedures. Faculty will work with the OCPC Clinical Compliance Coordinator prior to the start of any clinical training.

Student Forms and Information required prior to each full time full-time Clinical Education course

Approximately 4 to 6 weeks prior to the start of each full-time clinical education experience, students are responsible for completing all required forms and submitting them to the clinical facility. Students must ensure that they are compliant with all department requirements that relate to full-time Clinical Education courses and that they have done everything necessary to make information available to the Clinical Compliance Coordinator and clinical site.

Such information to be provided to the site may include any and all:

- A copy of their CPR card
- A copy of their First aid card
- All relevant health information and immunization records
- Criminal Background Investigation results
- Drug Testing results

Release of Student Information to Clinical Sites (as required by the site)

All students are required to complete a ***Release and Authorization for Use or Disclosure of Protected Health Information Form*** (see appendix) which indicates that the student is authorizing the disclosure of their private health, immunological, criminal background, drug screen and any other information to any and all necessary clinical facilities that the student will be involved with, including Student Health Services. The Form is submitted once during the first full month of classes in the first Summer Semester of the AT program.

The following personally identifiable information will be disclosed to clinical sites after the student has been placed there for a full-time clinical experience:

- Health and immunization records (with signed release for disclosure)
- Criminal Offense Background Investigation (when requested by the site)
- Results of drug testing (when requested by the site)
- Student directory information including name, permanent and local address, telephone number, email address and level in the program

The following information may be discussed with the SCCE and/or CI at a student's clinical placement site at the discretion of the DCE:

- Any information related to the student's performance during the full-time clinical experience.
- Information regarding a student's academic and clinical education history when the site staff has a legitimate educational interest. This information will be limited to that needed for the purpose of planning and improving the student's learning experience.

Clinical sites are not allowed to re-disclose any student's personal information, as per the Family Educational Rights and Privacy Act (FERPA)

Appendix E: Release of Health Information



Student Clinical Placement or Other Experiential Learning Experience Authorization/Consent for Review and Disclosure

I understand that my health records, background screenings information (which may include, but is not limited to: checking criminal history, sex offender registrations, debarments, and/or healthcare sanctions registries), academic and discipline records, documentation regarding training, and other individually identifiable records about me held by the University of Connecticut are protected under the Family Educational Rights and Privacy Act (FERPA) and/or other relevant Federal and State laws, and may not be disclosed without my permission, except in limited circumstances as permitted or required by law.

By signing this form, I authorize the University of Connecticut to review and/or disclose the information identified below.

For the purpose of securing or maintaining a clinical site placement, I specifically authorize the University of Connecticut to review and/or disclose the following information:

- Immunization reports, titers, or documentation of disease incidence for: measles (rubeola), mumps, rubella, varicella, tetanus, diphtheria, pertussis, hepatitis B, polio, and influenza;
- Meningococcal vaccine;
- Physical examination;
- Tuberculosis tests, including blood analysis, skin tests, or chest x-rays;
- Background screening information;
- Drug screening information;
- Fingerprinting information;
- Training information (e.g. documented completion of training re: HIPAA, OSHA, etc.);
- BLS/CPR certification information;
- Licensing information (if applicable);
- Health insurance information;
- Information regarding my standing at the University of Connecticut;
- Academic and student discipline records;
- Other (Specify): _____
- Other (Specify): _____

I am signing this authorization/consent form voluntarily. This authorization will remain in effect for the duration of my enrollment in my degree program with the University of Connecticut, unless I submit a written request to terminate this release. I further understand that failing to sign this authorization may prevent me from securing or maintaining the clinical

placements necessary for me to obtain the clinical education credits required to successfully complete the degree program in which I am enrolled.

I understand that I have a right to revoke my authorization/consent in writing at any time, except to the extent that the University of Connecticut has acted in reliance upon this authorization. I understand that my revocation would apply prospectively from the date the University of Connecticut receives my revocation, and cannot be applied retroactively. I further understand that revoking this authorizing may prevent me from securing or maintaining the clinical placements necessary for me to obtain the clinical education credits required to successfully complete the degree program in which I am enrolled.

Student Signature: _____ Date: _____

Print Name: _____ Student ID #: _____

Appendix E: FERPA Prior Consent Form

FERPA CONSENT

This authorization is valid ONLY for the purpose indicated below.

- ☐ **Employment reference**
- ☐ **Scholarship application**
- ☐ **Program admission recommendation**

I request the reference, application or recommendation be provided to:

Name _____
Role _____
Entity _____
Address _____

I am aware of my right to confidentiality regarding my educational records, which are part of my student records and protected under the Family Educational Rights and Privacy Act (FERPA). I understand further that I have the right to receive a copy of such records upon request and that this consent shall remain in effect until revoked by me in writing and delivery to the University of Connecticut Office of the Registrar. Any such revocation shall not affect disclosures previously made by the University prior to receipt of such written revocation. I consent to the disclosure of my educational records, inclusive of personally identifiable information, for purposes of discussion/review with the persons identified below.

Persons designated to provide and receive information: I authorize (name or names)

_____ to disclose my educational records, including any disciplinary records to the above-named entity.

Student Signature _____
Address _____
Phone (residence) _____
(cellular) _____
Date _____
NetID _____

☐ **I have discussed this request with the faculty member and provided a resume if requested.**

☐ **I have not discussed this request with the faculty.**



Appendix F: ATrack Guide

Double click the image below to access ATrack Guide

ATrack 3.0 Guidebook

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Appendix G: Photographic Consent and Release Form

I hereby authorize The University of Connecticut Athletic Training Program and those acting pursuant to its authority to:

- (a) Record my likeness and voice on a video, audio, photographic, digital, electronic or any other medium.
- (b) Use my name in connection with these recordings.
- (c) Use, reproduce, exhibit or distribute in any medium (e.g. print publications, video tapes, CD-ROM, Internet/WWW) these recordings for any purpose that the University, and those acting pursuant to its authority, deem appropriate, including promotional or advertising efforts.

I release the University and those acting pursuant to its authority from liability for any violation of any personal or proprietary right I may have in connection with such use. I understand that all such recordings, in whatever medium, shall remain the property of the University. I have read and fully understand the terms of this release.

Signed: _____ Date: _____

Print Name: _____

Witness: _____ Date: _____

Print Name: _____

Appendix H: Declaration of Understanding Form

UConn Athletic Training Program

To: Athletic Training Students

The following academic and clinical policies and procedures reflect the requirements of the Athletic Training program and your respective academic major. It is assumed that all persons enrolled in the Athletic Training program have read and accept these policies and procedures specific to the program and your major. These policies are in addition to those established by The University of Connecticut.

You will be held responsible for knowing and understanding the contents of this document. If there are issues or items that are not clear to you, it is your responsibility to seek clarification from the Athletic Training Program Director.

Review this manual and keep it throughout your tenure in the Program. Please sign this face sheet to acknowledge receipt of this document, and return it to the Program Director immediately.

Any updated information or additions will be given to you as necessary

Eleni Diakogeorgiou, Ph.D., MBA, ATC
Program Director, Athletic Training Program

Signed: _____ Date: _____

Print Name: _____

Witness: _____ Date: _____

Print Name: _____