

2026-27

Program Handbook

***Master of
Athletic Training Program***



HARDIN-SIMMONS
U N I V E R S I T Y

**ATHLETIC TRAINING
EDUCATION**

INSTITUTIONAL MISSION STATEMENT

The mission of Hardin-Simmons University is to be a community dedicated to providing excellence in education enlightened by Christian faith and values.

COLLEGE OF HEALTH PROFESSIONS MISSION STATEMENT

The College of Health Professions provides excellence in education, enlightened by Christian faith and values, by nurturing the mind, body and spirit to prepare life-long scholars and leaders who exhibit high ethical standards while serving individuals, society and their profession.

ATHLETIC TRAINING MISSION STATEMENT

The Hardin-Simmons University MAT program will develop patient advocates who are competent professionals & positively contribute to the athletic training profession through the provision of comprehensive care and the demonstration of respect for patients & other healthcare professionals.

This will be completed by:

- Keeping educational resources, equipment and techniques current with technological and scientific trends to promote the evidence-based practice of AT. (MS1)
- Ensuring student preparation through the application of the knowledge, skills, values, ethics, and effective critical-thinking, problem-solving and decision-making skills necessary to become a successful athletic training professional. (MS2)
- Recognition of the program for faculty expertise, educational innovation & clinical education excellence. (MS3)

PROGRAM GOALS AND OBJECTIVES:

1. To provide students with an opportunity to earn a master's degree in athletic training which will prepare them to provide athletic training services, including injury prevention, evaluation, diagnosis, treatment and rehabilitation, through online education, laboratory sessions and clinical experiences.
2. To provide athletic training students with the knowledge, skills, values and abilities to successfully complete all requirements for state licensure and BOC certification.
3. To effectively prepare students to research, critically appraise and appropriately utilize evidence in their clinical problem-solving and decision-making.

Performance of these goals & objectives will be measured through the program's assessment plan.

ATHLETIC TRAINING – DEFINED

Athletic trainers (ATs) are highly qualified, multi-skilled health care professionals who render service or treatment, under the direction of or in collaboration with a physician, in accordance with their education, training and the state's statutes, rules and regulations. As a part of the health care team, services provided by athletic trainers include primary care, injury and illness prevention, wellness promotion and education, emergent care, examination and clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions. (Source: National Athletic Trainers Association – www.nata.org)

ACCREDITATION

Hardin-Simmons University is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

NON-DISCRIMINATION

In compliance with federal law, including provisions of Section 504 of the Rehabilitation Act of 1973 and Title IX of the Education Amendments of 1972, Hardin-Simmons University does not illegally discriminate on the basis of race, color, national origin, sex, age, or disability in admissions and in the administration of its education policies, programs, and activities. Persons who believe their rights under this policy have been violated should contact the Dean of Students and/or the Vice President for Student Life.

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The University reserves the right to deny admission, suspend or refuse readmission to any student who does not fully comply with admission procedures, whose application gives evidence that the student would find the aims and objectives of the University incompatible with his/her lifestyle, who does not meet his/her financial obligations to the University in a manner satisfactory to the University Controller, or whose admission or continued enrollment is deemed to be undesirable for any reason. The University reserves the right to refuse or cancel a student's admission and/or direct his/her activities in the University if the student's physical and/or mental health condition indicates that such action is essential for safeguarding fellow students, faculty and staff. No student shall be denied admission, suspended or refused readmission by reason of race, age, physical or academic disability, color, sex, national origin or religion.

UPDATES:

This handbook may be updated as necessary to meet accreditation, university or other requirements. Students will be notified of any updates.

ADMISSION PROCESS

Incoming students must meet the AT Program admissions criteria below:

Hardin-Simmons University offers complete equality of opportunity to all qualified students without regard to race, creed, color, sex, age, national origin, handicap or genetic information.

AT Program Admission Criteria are:

HSU MAT Prerequisite Policy

I. Foundational Knowledge Domains

CAATE Standard IV.1 requires prerequisite knowledge in these areas:

- Human Anatomy & Physiology (Biology);
- Chemistry
- Physics
- Psychology

HSU's MAT program recommends prerequisite knowledge in these areas:

- Kinesiology/Biomechanics
- Exercise Physiology
- Statistics/Research
- Nutrition

Completion of prerequisite knowledge requirements/recommendations does not guarantee admission.

II. Pathways to Demonstrate Prerequisite Knowledge

- **Option 1:** Coursework completion; transcript demonstration successful coursework in each domain. Syllabi and/or catalog course descriptions may be necessary to verify course content. Successful completion is defined as:
 - Grade of C or above in Human Anatomy & Physiology (with lab -- 8 credit hours)
 - Grade of C or above in Psychology (3 credit hours)
 - Grade of D or above in Chemistry, Physics (3 credit hours each)
 - Grade of D or above in recommended domains
 - Coursework used to satisfy prerequisite or recommended domains must have been completed within the past 10 years or be supplemented by successful completion of the corresponding Minimal Knowledge Examination
- **Option 2:** Minimal Knowledge Examinations (MKEs). The program has developed student learning objectives for these domains:
 - Chemistry
 - Physics
 - Psychology
 - Kinesiology/Biomechanics
 - Exercise Physiology
 - *MKEs not currently available for Statistics/Research or Nutrition*

These objectives will be provided to prospective students requesting this option to complete prerequisite requirements. These objectives should be used to prepare for program-developed Minimal Knowledge Examinations in each domain. The passing score on the MKE is $\geq 75\%$. Applicants may attempt each MKE no more than twice within a 12-month period.

MKEs must be taken in a proctored environment, approved by the program. MKE questions & results will be reviewed annually, as will program performance for students who were admitted through the MKE option

College course completion is required for the Human Anatomy & Physiology domain (no MKE option); non-dual-credit courses preferred, due to inconsistent course quality.

- **Option 3:** Relevant Professional Certifications/Credentials: Prospective students with professional certifications/credentials may use those credentials to satisfy prerequisite knowledge requirements. To qualify, prospective students must:
 - Examples include licensed or certified professionals practicing in patient-care disciplines such as athletic training, nursing, physical therapy, occupational therapy, paramedicine, physician assistant/associate, chiropractic, or medicine. Other credentials may be considered by the faculty.
 - Three years of full-time clinical experience within the last five years involving direct patient evaluation, treatment, or rehabilitation responsibilities.
 - Volunteer or telehealth duties do not apply to this option
 - Credentials/experience must demonstrate domain-specific competency aligned with prerequisite areas; general clinical experience alone is insufficient.

If you believe you meet these requirements, you may submit a formal petition to the Program Director, including documentation of your relevant professional experience and credentials related to the specific knowledge domain. The program faculty will determine if the materials provided prove appropriate prerequisite knowledge in the relevant domain. If the faculty do not approve the petition, the prospective student can attempt the Minimal Knowledge Examination for the relevant domain.

- **Option 4:** Combination of Options 1-3. Each prerequisite domain must be satisfied independently through one or more approved pathways.

Applicants must demonstrate at least acceptable-level competency across all required domains. Stronger evidence of domain mastery, such as completion of recommended prerequisite courses, higher prerequisite course grades or higher MKE scores enhances a prospective student’s application.

Also required:

- At least 50 hours of documented observation with a licensed/certified athletic trainer
- Minimum 2.75 (≥3.0 preferred) overall undergraduate GPA.

Minimally Eligible vs. Competitive Applicant Framework

Admission to the MAT program is competitive; a prospective student may meet all admission criteria and not be admitted. To clarify expectations for admission readiness, the program distinguishes between *minimum eligibility* and *competitive applicant* profiles. Meeting minimum prerequisite requirements establishes eligibility but may be insufficient for competitive admission; admission decisions prioritize evidence of strong academic readiness and clinical reasoning capability. Applicants meeting minimum requirements may not demonstrate sufficient readiness for admission.

Integrated Readiness Framework

Profile Type	Characteristics	Interpretation
Minimum Eligible	Meets all prerequisite thresholds; GPA 2.75–3.0; MKE scores clustered 75–79; limited evidence of strength in any domain	Eligible but not competitive; requires strong performance in other areas (e.g., interview, experience) to advance
Developing	Meets preferred GPA OR demonstrates strength (≥B or MKE ≥80) in 1–2 domains; minor academic or prerequisite weaknesses	Competitive with additional supporting evidence
Competitive	GPA ≥3.0; strong prerequisite performance (≥B or MKE ≥80); consistent competency across domains	Strong candidate for admission
Highly Competitive	GPA ≥3.3; multiple domains demonstrating high mastery (≥85–90); strong academic trajectory and preparation	Priority admission candidate
Risk Profile	GPA <3.0 combined with weak prerequisite performance or inconsistent domain competency	May be considered for conditional admission or may not be admitted

Beyond prerequisite criteria, admission is determined using a process that considers application and writing quality, letters of recommendation, interview performance and healthcare and other service experiences. All components are assessed according to the program’s admissions rubric.

This process ensures students possess foundational knowledge for success using equitable, objective, and multiple assessment pathways and allows program faculty to use a more holistic and comprehensive application review process.

III. Documentation/Verification

Prerequisite knowledge verification will potentially include previous college/university official transcripts (typically submitted through ATCAS), catalog course descriptions, Minimal Knowledge Examination score(s) and applicant-provided evidence of relevant clinical experience and/or professional credentials.

3-2 admission for HSU students has these additional course/program requirements:

ATTR 1110 (1 hour) Intro to Athletic Training (C)

KINE 2303 (3 hours) Sport First Aid (B)

KINE 3360 (3 hours) Instruction of Strength & Conditioning (C)

Recommended upper-level PSYC – 3 hours (C)

- PSYC 3302 Cognition, Learning & Motivation
- PSYC 3303 Abnormal Psychology
- PSYC 3316 Sport & Exercise Psychology
- PSYC 3318 Health Psychology
- PSYC 4312 Addiction & Recovery
- PSYC 4321 Psychological Counseling

Minimum 100 observation hours with a licensed/certified athletic trainer

3.0 overall HSU undergraduate GPA

Minimum 60 chapel credits

The program application is through the Athletic Training Centralized Application System (ATCAS). Once received, the application materials are reviewed by the program director and/or administrative staff to ensure minimum acceptance requirements are met and provided to other MAT faculty. The students' interests and future goals are considered, as well as strengths and weaknesses considered relevant to the students' educational process and possible future athletic training career. After reviewing the application materials, the student's application score is calculated utilizing the program's admissions rubric and the MAT faculty makes a determination of the student's suitability and likelihood for success in the program.

Student selection criteria will also be based upon the following:

1. Accurate completion of AT Program admissions application process through ATCAS
2. Letters of recommendation from former supervising athletic trainers & other professional references (use ATCAS form provided).
3. Interview grade/impressions

If a student meets the criteria and demonstrates characteristics indicative of success in the athletic training profession, he or she is accepted. If there are more qualified candidates than there are positions in the program, the candidates are rank-ordered according to academic records and personal qualifications using the program's admissions rubric

The program utilizes a rolling admissions process, with a preferential application date of December 1. Interviews (in-person or videoconference) will be scheduled as soon as practical, based on faculty review of applications. All application materials become the property of HSU and are maintained in the student's AT Program application file.

Admission to the MAT program is competitive. A student may meet all admission criteria and not be admitted. Students not accepted are encouraged to consider and address their strengths & weaknesses to reapply the next year. Students will be notified as soon as possible following their interview of their initial admission status; admission is conditional until final undergraduate grades are confirmed

If a student shows promise of success in the field but has an area of concern or has not completely met a criterion, the student may be admitted conditionally. Full admission will be granted upon the completion of 14 hours and a 3.0 cumulative GPA if there are no other concerns. Any grade below a B in a previous MAT/MSAT program will result in starting the program on academic probation.

HSU MAT Conditional Admission/Academic Probation Process

The purpose of this conditional admission program is to give you the best opportunity to be successful in our program. We want to encourage preparation, organization, accountability & communication. This policy does not apply to students who are admitted conditionally while waiting on final graduation transcripts.

1. Preparation for the online program

- Complete online *MAT Support* course prior to official start of classes (Access to this course is provided to all program students in late April-early May)
 - This includes:
 - Technology
 - Study tips
 - Communication
 - Learning style

2. Preparation for classes

- Plan schedule for the upcoming session (send to course instructors when class starts)
 - The calendar includes:
 - Work
 - Study time
 - “Me time”
 - Anything else (Remember, there’s 168 hours in a week)

3. Accountability during courses

- Regular meetings with each course professor
- Synchronous group meetings midpoint each course
- **Student-initiated** contact with the professor if assignments are late or score <80

4. Final course grades (all session courses)

- ≥85 – Fully admitted
- 80-84.9 – Conditional admission process continues
- 75-79.9 – Faculty determination about continuing program (course repeat required/dismissal likely)
- <75 – Dismissal from program

Probation includes Sections 2-4 of this policy.

Requests for transfer course credit are handled through the program’s transfer policy:

HSU Master of Athletic Training – Course Transfer Policy

We understand that some students may have completed similar courses in other programs. Here’s what you need to know if you want to transfer credits into the HSU MAT program.

Courses Eligible for Transfer

You may request transfer credit for the following courses:

- **ATTR 6231** – AT Clinical I
- **ATTR 6232** – AT Clinical II
- **ATTR 6201** – Emergency & Acute Care
- **ATTR 6202** – Application of Protective Equipment (taping/bracing/casting/DME/sports equipment)

- **ATTR 6203** – Documentation & Reimbursement
 - **ATTR 6204** – Applied Nutritional & Psychosocial Strategies in Athletic Training
 - **ATTR 6301** – Clinically-Oriented Anatomy
 - **ATTR 6305** – Healthcare Organization & Risk Management
 - **ATTR 6306** – Introduction to Clinical Research
-

Transfer Requirements

To be considered for transfer credit, you must meet these conditions:

General Rules

- Requests to transfer courses must be made within 14 days of accepting the admission offer.
- Courses must be **graduate-level** and listed on official transcripts.
- Courses completed **more than 10 years ago** are not eligible for transfer.
- Only courses with a grade of **A** will be considered for transfer.
- If you earned any healthcare professional graduate program (AT, PT, OT, etc.) course grade **below a B**, you cannot transfer any courses/credits. Any grade below a B in an MAT/MSAT program will result in starting the program on academic probation.

Credit Limits

- You can transfer up to **9 credit hours** total.
- No more than **4 credit hours** of AT clinical coursework can be transferred.

Documentation

- You must provide **course syllabi/catalog course** descriptions and **academic transcripts** (ATCAS) for review by program faculty.
 - Program faculty determine if transfer credit will be granted.
 - For clinical courses, you must also submit:
 - Documentation of clinical hours
 - Preceptor evaluations of your clinical performance
 - These will be reviewed by the Director of Clinical Education to determine if transfer credit may be granted. The decision of the DCE is final.
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Exams for Transfer Credit

- All students requesting transfer credit must complete a **program-developed minimal knowledge exam (MKE) for each course**.
 - For these courses, you must also pass a **practical skills exam** during the August on-campus lab:
 - ATTR 6201 – Emergency & Acute Care
 - ATTR 6202 – Application of Protective Equipment
 - ATTR 6301 – Clinically-Oriented Anatomy (computer-based AND virtual practical exam prior to start of June courses)
 - Successful first-attempt completion of these exams is required to grant transfer credit; if unsuccessful, the course will need to be taken at the earliest opportunity.
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Professional Experience

Students who do not meet the standard course transfer criteria may be eligible for course credit based on prior professional experience. To qualify, you must:

- Hold current relevant healthcare professional certifications/credentials:
 - Examples include licensed or certified professionals practicing in patient-care disciplines such as athletic training, nursing, physical therapy, occupational therapy, paramedicine, physician assistant/associate, chiropractic, or medicine. Other credentials may be considered by the faculty.
 - Three years of full-time clinical experience within the last five years involving direct patient evaluation, treatment, or rehabilitation responsibilities.

- Volunteer or telehealth duties do not apply to this option
- Credentials/experience must demonstrate domain-specific competency aligned with course content areas; general clinical experience alone is insufficient.

If you believe you meet these requirements, you may submit a formal petition to the Program Director. The petition should include documentation of your relevant professional experience and credentials related to the specific course(s).

The Program Director will review your petition to determine whether your experience may satisfy any course requirements. If approved, you will be permitted to attempt the relevant examination(s) as described above to demonstrate competence for the specific course. If successfully completed, the required course(s) will be waived using the above restrictions/policies.

 **Tip:** Start this process early! Gathering syllabi, transcripts, and documentation takes time.

Once accepted into the AT Program, PRIOR to starting classes, the student must:

- Submit a signed Technical Standards form. If a student is requesting academic or other accommodations this form should be submitted as soon as possible after an admission offer has been made

PRIOR to starting clinicals, the student must:

- To reduce possibilities of transmitting or receiving infectious diseases, students must possess a history of immunizations before starting hands-on patient care. These immunizations must include:
 - MMR (Measles/Mumps/Rubella)
 - Tetanus/Diphtheria/Pertussis
 - Varicella or “Chicken Pox” (or evidence of disease)
 - Hepatitis A (2-injection series)
 - Hepatitis B (3-injection series)
 - Polio
 - Meningococcal Meningitis
- It is strongly recommended by both the program and the Centers for Disease Control that students maintain their immunization status; however, students may sign a declination form for religious or other personal reasons. This form can be requested from the program director.
 - *Note: Some clinical sites may require updated and/or additional vaccinations*
- Completed personal medical history
- Provide proof of a negative TB test. The student is responsible for notifying program/clinical staff about potential TB exposure and/or positive TB test (within last 6 months).
- CPR for Health Care Providers/Emergency Cardiac Care certification (or equivalent)
- Completion of HIPPA/FERPA Privacy Training, Bloodborne Pathogens training, Human Trafficking training (included in Clinical Experience I course)

HSU MAT Program – Academic Policies

To stay in good standing and successfully complete the MAT program, you need to meet certain academic and professional expectations. Here’s what you need to know:

Academic Requirements

- Keep a minimum GPA of 3.0 in all graduate courses.
- Earn A or B grades in all ATTR courses.

- If under the conditional admission policy, the relevant parts of that policy are in effect.
- If you earn:
 - C → Program policy expects students to earn A/B grades in the program. A meeting with program faculty is required; the faculty will make the ultimate decision about program continuation or dismissal. If retained, you must retake the course as soon as possible and will be subject to Sections 2-4 in the Conditional Admission/Probation Policy. This could also trigger the program's deceleration policy. If you don't earn an A or B in the course the second time or a C/D/F in another course, you will be dismissed. Any required course retakes will likely affect Year 2 clinical experiences & delay graduation.
 - D or F → You will likely be dismissed from the program. A meeting with program faculty is required; the faculty will make the ultimate decision about program continuation or dismissal. Readmission after dismissal requires unanimous approval from the MAT faculty. Course(s) must be retaken as soon as possible. If retained, you must retake the course as soon as possible, will be subject to Sections 2-4 in the Conditional Admission/Probation Policy and deceleration will likely be required. Any required course retakes will likely affect Year 2 clinical experiences & delay graduation.
 - See Dismissal Policy in *HSU Graduate Catalog*

Ethics/Professional Responsibilities

- Act professionally and ethically at all times (no *Fitness to Practice* concerns). This applies both on- and off-campus, as well as any program-related activities.
- Stay engaged!!
 - Communication is critical; you must reply to faculty emails/phone calls within 48 hours (sooner is better!); failure to do so is potentially a *Fitness to Practice* concern.
- Log in to Canvas regularly and complete assignments on time. If you don't engage in Canvas for more than 5 days, have incomplete assignments or excessive clinical absences, it will count as non-attendance and be handled under the program's *Fitness to Practice Policy*.

Clinical Responsibilities

- Keep your Healthcare Professional-level CPR certification current.
- Complete annually assigned bloodborne pathogens/infection control & HIPAA/FERPA training.
- Preceptor evaluations describe appropriate attendance, behavior & participation in clinical experiences
- Complete all assigned clinical experiences and demonstrate required progress in clinical skills.

Compliance with the above items is evaluated at the end of each session/semester.

Moving to Year 2 Clinical Courses

- A/B grades in all 5 Diagnosis & Management (D&M) courses → Full access to Year 2 clinical courses.
- A/B grades in 4 of 5 D&M courses → Limited access (10 of 20 required clinical credit hours) until retake completed (may delay graduation).
- A/B in 3 or fewer D&M courses → No Year 2 clinical courses; you'll need extra clinical hours while retaking D&M courses (delayed graduation).

Clinical Skills Lab VI requirements:

- A/B grades in:
 - All didactic courses except Exam Preparation and Healthcare Administration & Risk Management (should be in-progress)

- If not completed prior, should be taking Exam Preparation same semester
- Completion of at least 4 weeks of high school/college/professional clinical experience

BOC Exam Clearance:

- Must have completed or be in-progress for Exam Preparation (grade >80) & registered for/in-progress Clinical Skills Lab VI.

Deceleration Policy

If you're struggling academically, we want to help you succeed. Students who meet any of these conditions will extend the program by one year to have a reduced course load to improve the likelihood of success:

Triggers for Deceleration:

- Undergraduate GPA below 3.0 when admitted.
- Any C/D/F grade in program course.
- Overall GPA drops below 3.0.
- Repeated non-attendance or other *Fitness to Practice* concerns.

If you have a single trigger from the list, deceleration should be seriously considered and will be discussed with you. MAT faculty may require deceleration for *Fitness to Practice* or clinical skill progression concerns with a unanimous decision. Any combination of two triggers requires deceleration.

If you reject required deceleration, you will be dismissed from the program under the relevant program policy.

What Deceleration Looks Like:

- Move to a three-year completion track; essentially taking 2 years to complete Year 1 courses --(see three-year curricular plan).
 - You will take fewer courses per session so you can focus on improving grades.
 - On-campus labs will be completed following completion of both session patient care courses
- Complete extra clinical hours as required.
- Relevant lab sessions will be required after completing all courses in a specific session
- Sign a probation contract outlining expectations and timelines.

Evaluation of these criteria occurs at the end of each session/semester. Failure to adhere to the probation contract or if you don't show appropriate improvement during probation, you will be dismissed from the program.

Graduation Requirement

- You must apply for the BOC examination before graduation; students will not be allowed to graduate without applying for the examination.

Tip: If you're struggling, talk to your professors early! We're here to help you succeed.

Artificial Intelligence Policy

The Hardin-Simmons University MAT program is committed to the maintenance of the highest possible standards of academic integrity. Students are responsible for their own work & program faculty expect assignments, discussion posts, etc. that are submitted as responses to course assignments to be authentic, original work of the student. Use of generative or other artificial intelligence (AI) tools to create responses for coursework is considered a violation of the University's Academic Integrity Policy & *Student Handbook*. This

type of AI use also violates the Athletic Training Program's *Fitness to Practice Policy*, since the work is not your own.

Forms of artificially generated information include but are not limited to:

- The use of artificial intelligence (AI) tools to generate artificial content in taking quizzes, tests, examinations, or other assessments.
- The submission of student work for evaluation as his/her own that was produced through the use of AI tools without permission from the instructor.
- Impersonating you in classroom contexts, such as by using the tool to compose the discussion board assigned.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs, or papers to complete class assignments.

Learning to appropriately work with AI tools will be an important part of your education. Students are referred to *The Student Guide to Artificial Intelligence*, which has been provided in Canvas. Course instructors may give you permission to utilize AI in a class activity or assignment or throughout a course. These course-specific instructions, if given, override this policy.

There are tasks you can appropriately utilize AI tools to help you with, such as:

- Organize student-created notes into a study guide or other similar tool
- Checking spelling/grammar of student-created content
- Organizing student-created concepts
- Explain a complex concept for your understanding

Note, none of this is new material created to submit for an assignment.

If used in an assignment (with instructor permission), it should be cited as any other source, using AMA format. Unless specific permission is granted, students should assume the use of AI tools is prohibited as described above.

Faculty reserve the right to use AI-detection tools to check assignments & may ask students to present assignments orally or redo assignments. Egregious AI use in course assignments will be handled through the program's *Fitness to Practice Policy*.

Criminal Background Check/Drug Testing Information

Some clinical sites may require a criminal background check and/or drug testing. If necessary, this will be done at the student's expense. Prospective students should also be aware of credentialing agency requirements regarding a candidate's previous criminal history. Students with a previous criminal history should direct questions regarding eligibility for AT licensure and/or certification to the Director of AT Education.

Technical Standards for Admission

The Athletic Training Program (AT Program) is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the AT Program establish the essential qualities and cognitive, psychomotor and affective skills considered necessary for students admitted to this program. These technical standards are in place to give the student an opportunity to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]). 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. Students must be able to maintain compliance with all technical standards throughout their time in the AT program. Students will verify their ability to comply with the technical standards annually. All students admitted to the AT Program must meet the following abilities, expectations

and compliance with the program's technical standards does not guarantee a student's eligibility for the BOC certification exam or the Texas AT licensing exam.

Candidates for selection to the AT Program must demonstrate:

- the mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm;
- sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients;
- the ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgements and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice;
- the ability to record the physical examination results and a treatment plan clearly and accurately;
- the capacity to maintain composure and continue to function well during periods of high stress;
- the perseverance, diligence and commitment to complete the athletic training program as outlined and sequenced;
- flexibility and the ability to adjust to changing situations and uncertainty in clinical situations in different environments;
- affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

This is a summary of some of the Technical Standards. These (and other) standards are more specifically listed on the Technical Standards Form. This form must be completed prior to the first class day. Candidates for selection to the athletic training program will be required to verify they understand and meet these technical standards or believe that, with certain accommodations, they can meet the technical standards.

If a student states he/she can meet the technical standards with accommodation, then the University will determine whether it agrees that the student can meet the technical standards with reasonable accommodation. This includes a review of whether the accommodations requested are reasonable, taking into account whether accommodation would jeopardize student/clinician/patient safety, or the educational process of the student or the institution, including all coursework, clinical experiences and other program requirements deemed essential to graduation. The Disability Services Office will evaluate a student who states he/she could meet the program's technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws. Questions about this policy should be directed to the Director of Athletic Training Education.

EDUCATIONAL PROGRAM

The AT programs course sequence is based on a cohort model. The MAT program course sequence is rigid and listed below.

Hardin-Simmons University Master's in Athletic Training (MAT) Program -- 2026					
Course Number	Cr Hrs	Course Title	Course Number	Cr Hrs	Course Title
Year 1			Spring #1-Session 2 (mid-March/May)		
Summer 1-2 (June/August)			6412	4	Diagnosis & Management II -- UE (upper extremity)
6301	3	Clinically Oriented Anatomy (emphasis on surface anatomy)	6415	4	Diagnosis & Management V -- Gen Med (non-ortho)
6303	3	Fundamentals of Patient Assessment	Total Session	8	
6100	1	Introduction to Professional Practice	Total Spr Hrs	19	
			Year 2		
Summer 2 (August)			Year 2 -- Summer 1 (May/June)		
6111	1	Clinical Skills Lab I (early August)	6115	1	Clinical Skills Lab V (mid-May)
Total Smr Hrs	8		6104	1	Clinical Decision-Making
			6203	2	Clinical Documentation & Billing
Fall (August/December)			6204	2	Applied Nutritional & Psychsocial Strategies in AT
6402	4	Fundamentals of Therapeutic Interv. (basic concepts, application, indications, contraindications, modalities, manual therapy, rehab)	Total Smr Hrs	6	
6231	2	Clinical Experience I			
Total Session Hrs	6		Fall (August/December)		
Fall #1-Session 1 (August/mid-October)			6101	1	Exam Prep
6201	2	Emergency and Acute Care (acute/emergent trauma/medical conditions)	6305	3	Healthcare Administration & Risk Mgmt
6202	2	Application of Protective Equipment (taping, DME, bracing, casting)	6033 or 6034	Var	Clinical Experience**
6112	1	Clinical Skills Lab II (mid-October)	603X	Var	Clinical Experience**
			6116	1	Clinical Skills Lab VI (early December)
Total Session	5		Total Fall Hours	Var	
Fall #1-Session 2 (mid-October/December)			Spring #2 (January/May)		
6411	4	Diagnosis & Management I -- LE (lower extremity)	603X	Var	Clinical Experience**
6306	3	Intro to Clinical Research	653X	Var	Clinical Experience**
Total Fall Hrs	18		Total Spr Hours	Var	
Spring (January/May)			**Clinical Experience requirement is 20 total credit hours from 4 variable/repeatable credit courses: ATTR 6533/6534/6535/6536. Credit hours are determined based on the length & type of experiences. Students are required to take ATTR 6533 (high school)/6534 (college/university)/6535 (emerging) with a minimum of 3 credits for each course. Either 6533 (high school) or 6534 (college/university) are required in the fall semester. Any course with ≥4 credits is considered an immersive experiences (1 clinical credit = ≥30 hours/week. A minimum of 8 credit hours of immersive experiences are required. ATTR 6536 is for specific experiences with less than 30 hours/week. Further clinical course requirement information is available in the MAT Student Handbook, Graduate Catalog & Program Website or from the Director of Clinical Education.		
6232	2	Clinical Experience II			
6113	1	Clinical Skills Lab III (early January)			
Total Session	3				
Spring #1-Session 1 (January/early March)					
6413	4	Diagnosis & Management III -- Spine/Pelvis			
6414	4	Diagnosis & Management IV -- Head/Trunk			
6114	1	Clinical Skills Lab IV (early March)			
Total Session	9				
				TOTAL HRS	77

Course sequence
2-year vs. 3-year:

Term	Summer 1	Fall 1	Spring 1	Summer 2	Fall 2	Spring 2	Summer 3	Fall 3	Spring 3	
2-yr	Intro to Prof Practice (1) Intro to Pt. Assess (3) Clin-Orient Anatomy (3) Clin Skills Lab I (1)	Emerg Care (2) Protective Eq (2) Clin Skills Lab II (1) Clin Exp I (2) Fund of TI (4) Clin Research (3) D&M I (LE) (4) Clin Skills Lab III (1)	D&M III (Spine) (4) D&M IV (Head/Trunk) (4) Clin Skills Lab IV (1) Clin Exp II (2) D&M III (UE) (4) D&M V (Med) (4) Clin Skills Lab V (1)	Clinical Dec-Mkg (1) Doc/Reimburse (2) Psychosoc/Nut Strat (2)	Admin (3) Exam Prep (1) Yr 2 Clinical Exp ??	Yr 2 Clinical Exp ?? Clin Skills Lab VI (1) Graduation!!				
3-yr	Intro to Prof Practice (1) Intro to Pt. Assess (3) Clin-Orient Anatomy (3) Clin Skills Lab I (1)	Emerg Care (2) Protective Eq (2) Clin Skills Lab II (1) Fund of TI (4) Clin Exp I (2)	D&M III (Spine) (4) D&M II (UE) (4) Clin Exp II (2)	Psychosoc/Nut Strat (2) Doc/Reimburse (2)	Admin (3) Clin Research (3) D&M I (LE) (4) Clin Skills Lab III (1) (1)	D&M IV (Head/Trunk) (4) Clin Skills Lab IV (1) D&M V (Med) (4) Clin Skills Lab V (1)	Yr 2 Clinical Exp ?? Exam Prep (1) Clinical Dec-Mkg (1)	Yr 2 Clinical Exp ?? Exam Prep (1)	Yr 2 Clinical Exp ?? Clin Skills Lab VI (1) Graduation!!	
	Legend: On-Campus lab	1st Session (1st half of semester)	Full semester course	2nd Session (2nd half of semester)	Year 2 Clinical Experience (see details below)	May-June course	June-August course			
	Lab I (mid-Aug) Lab II (mid-Oct) Lab III (early-Jan) Lab IV (early-March) Lab V (mid-May) Lab VI (early-Dec)									
		<p>**Clinical Experience requirement is 20 total credit hours from 4 variable/repeatable credit courses: ATTR 6033/6034/6035/6036. Credit hours are determined based on the length & type of experiences. Students are required to take ATTR 6033 (high school)/6034 (college/university)/6035 (emerging) with a minimum of 3 credits for each course. Either 6033 (high school) or 6034 (college/university) are required in the fall semester. Any course with 24 credits is considered an immersive experiences (1 clinical credit = 230 hours/week. A minimum of 8 credit hours of immersive experiences are required. ATTR 6036 is for specific experiences with less than 30 hours/week. Further clinical course requirement information is available in the Student handbook, Graduate Catalog & Program Website or from the Clinical Education Coordinator.</p>								

On-Campus Skills Laboratory sessions

Attendance at these on-campus courses is essential & required for successful completion of the program. Missing all or part of an on-campus skills laboratory will result in delayed graduation.

Grading

There are specific expectations required for each letter grade. Not everyone earns an A, nor should they. Students are not entitled to a good grade; being admitted to the AT program doesn't automatically earn you an A in your AT (or any other) courses.

The typical athletic training student is motivated, hardworking, and often an over-achiever. With type "A" personality traits, it is very easy to become focused on receiving the best grade in every class. However, high grades should not be the ultimate goal. Mastery of psychomotor skills, development of critical thinking skills, and acquisition of specialized knowledge are necessary to become an entry-level athletic trainer."

"Earning a high course grade is a worthy goal, but the learning process should be approached in a manner that helps the student to achieve the greater goal of becoming a proficient clinician."

Gardin, F, Grade Inflation: The Student's Perspective (Part 2), *Athletic Therapy Today*; 12(4), July 2007, 32-34

Please remember, the faculty and preceptors want to see your best work every day. Even your best work, may not earn you an A in every class. There is no shame in this; if everyone gets an A the grade ceases to demonstrate distinction. Expectations for specific grades are:

Grade	Description
A	Mastery of course content at the highest level of attainment that can reasonably be expected of students at a given stage of development. The A grade states clearly that the students have shown such outstanding promise in the aspect of the discipline under study that he/she may be strongly encouraged to continue. This is illustrated by the student demonstrating: <ul style="list-style-type: none">• Excellent mastery of course material• A very high degree of originality, creativity or both• Excellent performance of analysis, synthesis and oral/written expression• Working independently with unusual effectiveness
B	Strong performance demonstrating a high level of attainment for a student at a given stage of development. The B grade states that the student has shown solid promise in the aspect of the discipline under study (minimum expectation for graduate work). This is illustrated by the student demonstrating: <ul style="list-style-type: none">• Good mastery of course material• A high degree of originality, creativity or both• Good performance of analysis, synthesis and oral/written expression• Working well independently
C	An unacceptable performance (at the graduate level) demonstrating an inadequate level of attainment for a graduate student in a health professions program. The C grade states that, while casting doubt on the student's academic future, the student may continue to study in the discipline with reasonable hope of intellectual development (remembering an A or B grade in graduate courses is required). This is illustrated by the student demonstrating: <ul style="list-style-type: none">• Some mastery of course material• Some degree of originality, creativity or both• Marginal performance in analysis, synthesis and oral/written expression

- Independent work is at an unacceptable level
- D** A marginal performance in the required exercises demonstrating a sub-minimal level of attainment. A student has given no evidence of prospective growth in the discipline; D grades should be taken to indicate that the student would be well advised not to continue in the academic field unless significant changes are made. This is illustrated by the student demonstrating:
- Deficiency in mastery of course material
 - Apparent absence of originality, creativity or both
 - Deficiency in performance of analysis, synthesis and oral/written expression
 - Deficiency in ability to work independently
- F** The F grade indicates that the student's performance in the required exercises has revealed almost no understanding of the course content. A grade of F is grounds for dismissal from the program. This is illustrated by the student demonstrating:
- Serious deficiency in mastery of course material
 - Clear absence of originality, creativity or both
 - Seriously deficient performance of analysis, synthesis and oral/written expression
 - Inability to work independently

Modified from: http://www.dartmouth.edu/~reg/transcript/grade_descriptions.html
<http://registrar.unc.edu/academic-services/grades/explanation-of-grading-system/>

The *HSU Graduate Catalog* is available at: <https://hsutx.smartcatalogiq.com/2025-2026/graduate-catalog/>

In the *Graduate Catalog*, you will find policies concerning:

- Academic Policies
 - Grading; including Incomplete or In Progress Grades
 - Grade grievance procedures
 - Academic Integrity Policy
- Financial information
 - Costs
 - Financial Aid
- Other University information
- Program Information

The *HSU Student Handbook* is available at: <https://www.hsutx.edu/wp-content/uploads/2026/02/sl-handbook-2026.pdf>

In the *Student Handbook*, you will find policies concerning:

- Non-discrimination Policy
- Internet access
- Official University Ring (no cost)
- University Recreation Facilities
- Counseling Services
- Student Rights, Freedoms & Responsibilities
- Harassment/Sexual misconduct
- Items not allowed on-campus
- Student conduct
- And other general student policies & information

Policies in the *HSU Graduate Catalog & HSU Student Handbook* should be reviewed. They are considered a part of this *MAT Program Handbook*.

Time Expectations

Using the Carnegie Unit as a commonly accepted standard, Hardin-Simmons University defines a credit hour, recorded by the university as a semester hour, in terms of instructional time and associated class preparation. Each credit hour reflects one hour of instructional time per week for a total of 15 instructional hours per semester. Graduate students are expected to spend a minimum of 3 hours in class preparation for each credit hour. Thus students are expected to spend a minimum of approximately 4 hours engaged in learning per week per semester for each credit hour.

The application of this definition of credit hour must be equivalent throughout the curriculum. Faculty are responsible for assuring that at least a reasonable approximation of a comparable amount of work consistent with this definition of credit hour is represented in all academic activities for which the university awards academic credit, including, but not limited to, distance education, blended courses, practice, internships, laboratory work, travel courses, and studio work. In establishing equivalency, faculty should consider course content, method of delivery, pedagogical methods, and measurement of intended student learning outcomes, academic calendars, degree levels, and other factors to ensure equivalency.

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We recognize many students will attempt to hold regular employment during the first year of the program. Employment during the second year is strongly discouraged, due to the immersive, near-full-time nature of the clinical experience requirements. Year 2 clinical experience schedules are determined by the site preceptor and the Director of Clinical Education. Year 2 clinical experiences are not arranged around work or other obligations. Regardless of whether employed or not, students are responsible for meeting ALL program requirements & due dates. Students will not be excused from on-campus laboratory sessions, due to employment or other conflicts. In the event of substandard academic performance, a student should closely examine their time commitments to make certain they have adequate time to participate in coursework, read, study & complete assignments.

Estimated Time First year:

- Class time requirements when you are taking 2 4-credit courses (8 credits + 2 credits clinical course is typical) in a session, can be reasonably expected to be a minimum of 32-38 hours (more likely 40+) per week completing course requirements. You should consider the amount of time that will be required for program requirements when committing to other obligations, such as work, etc.
- Fall clinical experience for 60-80 hours; typically 6-10 weeks with 6-8 hours per week
- Spring clinical experience for 60-80 hours; typically 6-10 weeks with 6-8 hours per week

Estimated Time Second year:

- Fall only -- Two online courses (1-3 credit/1-1 credit); approximately 16 hours/week
- Fall & Spring clinical experiences for 15 weeks per semester with a minimum of 30 hours a week (depending on caseload & work hours of clinical preceptor)
- The absolute minimum requirement is 300 hours/semester; however, the actual clinical time requirement is determined by the characteristics of the clinical site, the preceptor & Director of Clinical Education. An agreement will be signed by the student, preceptor & Director of Clinical Education detailing specific requirements of the clinical experience.
- CAATE mandates a minimum of one immersive clinical experience (defined as: "A practice-intensive experience that allows the student to experience the totality of care provided by athletic trainers. Students must participate in the day-to-day and week-to-week role of an athletic trainer for a period of time identified by the program (but minimally one continuous four-week period).") (CAATE Standard II.8); however, HSU's MAT program considers all clinical experiences as potentially immersive & students should expect to attend clinical experiences on a full-time basis during the second year. At a

minimum, the MAT program requires 2 4-week immersive clinical experiences that meet the CAATE definition.

- There are clinical experiences where an immersive experience meeting the CAATE definition of “totality of care” & “day-to-day and week-to-week role” will require significantly more than 40 hours/week. To reiterate, the actual clinical time requirement is determined by the characteristics of the clinical site, the preceptor & Director of Clinical Education.

Necessary Technology Hardware/Skills

These are considered the minimum computer standards & equipment needed to succeed in the HSU online environment:

General Requirements

- Minimum processor type/speed: Processor with a base processor speed of >2.0 GHz.
- RAM: Computer memory is directly affected by how many programs are running at any given time.
 - Running multiple applications at once slows a computer’s performance. Therefore, we recommend students have at least 4 GB of RAM installed (8-16 MB better).
- Sound: A working sound card and speakers will be required. Some web classes also require a headset & microphone.
- Web camera (videoconference & exam proctoring)
- Internet Connection: High-speed internet connection. Your internet connection is critical for viewing videos and other supplemental videos in Canvas & other sites.
- Monitor: A monitor with a minimum 800 x 600 resolution is required. It is recommended that students have a monitor with at least 1024 x 768 or more.
- Printer: When you login to your online course(s) you will find your syllabi, articles and assignments. The majority of students find access to a printer imperative. While you may feel comfortable accessing documents online, having a hard copy of materials can prove useful. Also, having the ability to take notes and highlight main points in assigned readings can help you when studying and/or completing research projects.

Internet Browser

- Chrome is recommended for viewing all online courses in Canvas. Other Internet browsers include:
 - Edge, Firefox, and Safari.

Microsoft Office is required and is available for free to HSU students. To access,

1. Go to office.com (Links to an external site.) and click on “Sign in” at the upper right-hand corner.
2. Under the E-mail or phone field, type in your username followed by @hsutx.edu (i.e. jsmith@hsutx.edu). Do not use your personal e-mail address.
3. In the password field, type in your HSU password.

HSU uses Microsoft Teams for phone calls and videoconferencing. You should have access to it through the Office365 suite & Canvas.

User Skillset

The following applications are likely to be used in HSU online courses. If you are not sure of your abilities in any of these areas, you are advised to use Google, YouTube and other help resources to update your proficiency.

- Word Processing
- Spreadsheet
- Electronic Presentation
- Files will usually be submitted in these formats: .docx (Word), .xlsx (Excel), .pdf (Acrobat), .pptx (PowerPoint), .mp4 (video), .avi (video)

- Do NOT submit assignments using Apple software (.pages, .numbers, .keynote) or .HEIC photo files.
- Web Navigation
- E-Mail
- Digital Cameras/Digital Video Recording
- File Management & File Explorer skills
- Downloading Software from the Web (Knowledge including eBooks)
- Installing Computer Software onto a Computer System
- Videoconferencing skills
- Computer-Related Storage Devices (USB drives, etc.)

Students must be able to type & otherwise utilize course-related software & websites to successfully complete the program.

MEDICAL HISTORY

Students should inform the Program Director and Director of Clinical Education about any significant health history or medical conditions that could require emergency/special care, affect the student's ability to fulfill the program's technical standards or could disrupt the clinical environment. Examples include, but are not limited to:

- Diabetes
- Epilepsy/seizure disorder
- Syncope

Students will complete a medical history form when they enter the AT program and are expected to update any relevant information to the program director as necessary. The student also has the responsibility to inform the program if they are taking any medication that may impact their clinical performance. Relevant medical history information should be shared with preceptors; student approval will be obtained prior to releasing the information.

Based on the medical history, the program may require physician clearance prior to starting patient care. Failure to disclose relevant medical information puts both the student and clinical staff/patients at risk. The discovery of a non-disclosed condition affecting student academic or clinical performance under the Program's Technical Standards will be viewed as a Fitness to Practice concern and will be handled under that policy.

Students are expected to update their abilities under the Technical Standards policy when/if changes occur.

ADDITIONAL MEDICAL AND HEALTH CONCERNS:

Injury and Illness Risk

There is some risk of injury or illness associated with participation in the clinical phases of AT Program. These program-related injuries and illnesses may be caused by a number of direct and indirect factors, including but not limited to, non-contact causes (lifting or carrying), contact with various objects (participants, sport implements, surfaces or surrounding structures), environmental (heat illness, lightning), travel (motor vehicle collision), or exposure to communicable disease.

This list does not include all risks. There are risks of injuries/illnesses that cannot be stated and may be unforeseeable when participating in the AT Program. The athletic training staff will be provided with educational training, personal protective equipment and work practice controls, which may reduce the risk of program-related injury/illness. Athletic training students should know & understand that following policies and procedures and supervisor instructions will also decrease the risk of program-related injury/illness.

Safety

The AT program takes several steps to improve safety and reduce risk for patients, preceptors, faculty and ATS. Some of these are:

- All treatment equipment in contact with students/patients receives a biomedical inspection at least annually when appropriate at all clinical sites and the on-campus Clinical Skills Laboratory
- All licensed/certified ATs are continually certified in Health Care Professional-level CPR
- Student dress/grooming must not interfere with patient-care activities (discretion of preceptor)
- Student patients/models should act immediately to protect themselves during lab activities. Students performing diagnostic/special tests, providing treatments, rehabilitation, etc., should know and understand relevant indications/contraindications for the specific activity/skill
- Students should follow stated infection control policies, both during clinical experiences and laboratory activities
- Personal belongings should be kept clear of traffic and clinical/lab activity areas
- Clinic supplies/equipment should be put away as soon as possible to avoid spills, splashes and trip hazards
- Students will be required to perform cleaning activities in both the lab and clinic as directed by the lab instructor or preceptor to maintain a clean and orderly environment for learning and clinical activities
- Students are responsible for notifying lab instructors/preceptors about allergies and medical conditions which could be affected by lab and/or clinical activities
- Students are responsible for how carts, utility vehicles, etc. are driven during clinical experiences. There should not be more people on the vehicle than there are seats at any time (unless required for patient care. Students should never ride on a trailer.

Emergency Action Plan for Classroom/Lab

In the event of a medical emergency in the program building (1134 Ambler Ave.), faculty and/or students should provide whatever first aid/emergency care necessary to preserve life or limb and call 911 if necessary. If a licensed/certified AT is present, they should be notified and direct care. First aid/CPR supplies are available in the AT lab. The AT building AED is located outside the classroom across the hall from the locker rooms. Bleeding control kits are located near the rear door of the building. Local Police/Fire/EMS are available via 911 call. HSU Campus Police phone number is (325) 670-1911

Mental Health

Any student applying or participating in the AT Program should notify the Program Director that they have a known mental health condition. Failure to disclose a known mental health/psychological condition that could impair academic or clinical activities is a violation of the Technical Standards and will be treated as a *Fitness to Practice* concern. Clearance from a mental health professional may be required before AT Program students are allowed to participate in clinical experiences. In the event any form of psychological illness occurs, or the Program Director believes a mental health assessment is necessary while a student is participating in the MAT Program, the student may be required to be examined by a mental health professional to begin/continue in clinical experiences, at their expense. This is for the safety of the MAT Program student and for the safety of the patients and clinical staff they may contact. Online counseling, for any personal concern, is available for HSU students at no cost.

If during assessment the mental health professional recommends some form of counseling sessions, rehabilitation period, or other course of action, it will be written as a behavior contract and signed by the AT Program student and the Program Director. In addition, the Dean of Students will be notified of this referral and agreement. If the AT Program student fails to abide by the contract, this will be a demonstrable reason for immediate probation and/or termination from the AT Program through the *Fitness to Practice* policy. A part of this contract will be a signed consent for their participation in their treatment plan to be confirmed by the Program Director and/or Director of Clinical Education.

Communicable Disease Policy

HSU athletic training students should not attend in-person classes or clinical experiences during the infective phase of a communicable illness, or if their attention to detail will be distracted because they are injured, feeling ill or medication side effects. Both of these situations put patient safety in jeopardy, which is in opposition to the prevention domain of athletic training. Going home when ill is in the best interests of the ill student, faculty and patients, and is the action of a responsible professional. Failure to disclose a known illness will be treated as a *Fitness to Practice* concern. Long-term illness (mononucleosis, for example) may require Incomplete grade(s) and could result in delay of course completion and/or graduation.

Athletic training students have the responsibility to contact their preceptor as soon as they know they are ill to let them know they will not be present that day. If unsure, students may ask their preceptor if they should continue their scheduled clinical experience. Preceptors may also send a student suspected of being ill home at their discretion.

Students will not be allowed to provide patient care if:

- Febrile ($\geq 100^{\circ}$ F)
- Acute upper respiratory, sore throat or sinus infection
- Prescribed antibiotic course on board less than 24 hours
- Conjunctivitis
- Any open wounds/skin lesions that cannot be covered
- Active mononucleosis
- Any other infectious condition

Febrile students ($\geq 100^{\circ}$ F) are assumed to be infectious and will be sent home from their clinical site, as are students assumed to be in the infective stages of disease (strep throat, mononucleosis, uncovered/unmanaged skin lesions, etc.).

Clinical preceptors may, at their discretion, require clearance from a physician (or their designate) before the student can resume their clinical experience. Per HSU policy (see *Graduate Catalog*) students may be required to make up missed clinical experience(s) in a manner acceptable to the instructor.

Students may seek care from local medical resources (see *HSU Student Handbook*) or their personal primary care physician/provider. Students are strongly encouraged to establish a patient-provider relationship with a local primary care provider in their locality. There are no on-campus student health services at HSU. The University/program is not responsible for medical bills & does not supply any medications or medical care.

Athletic training students should practice good hygiene (especially hand washing), proper nutrition, obtain adequate rest and maintain appropriate vaccinations to reduce their risk of contracting communicable diseases to which they may be exposed.

Other Injuries/Medical Conditions:

Any student with an injury or other medical condition for which they require special accommodations (academic or physical) should declare this on the Technical Standards form submitted at the time of program application & admittance. It is the student's responsibility to inform the Program Director & update their Technical Standards form as needed, if an injury or medical condition that will affect their ability to completely participate in both the academic & clinical phases of the MAT program is diagnosed. Documentation from a physician may be required. Any necessary accommodations may result in program deceleration and/or delayed graduation.

Clinical Experience-related Injury/Event or Exposure:

Incidents involving an injury to a student (such as a fall, or other accidental injury) or unexpected other pathogenic exposure during a clinical education experience will follow a similar protocol:

1. The injury/exposure should be reported to the student's supervisor or clinical preceptor immediately.
2. If required or recommended, students should report to the nearest Emergency Department or other appropriate healthcare provider for treatment
- 1 The Director of Clinical Education and/or Program Director should be notified as soon as it is possible to do so.
3. The student should complete the Incident/Exposure Form (available on Typhon) and return to the Director of Clinical Education as soon as possible, but minimally within 1 week.
4. Students are responsible for any medical costs resulting from any illness/injury occurring during travel to/from or while on-campus or at a clinical site.

Health Insurance

All students in the AT Program are required to carry and provide proof of personal health insurance. This is typically required by clinical sites. Information should include company, policy number, relevant policyholder information, contact phone numbers and a copy of the card. This information will be provided for inclusion in the student's file prior to starting clinical experiences. Students should also enter this information into the Typhon system.

Emergency Contact Information

All students will provide emergency contact information (email and phone number) for 1-2 people (parents, spouse, etc.) who should be notified in the event of a medical or other emergency situation. Students should enter this information into the Typhon system.

ATHLETIC TRAINING STUDENT GENERAL INFORMATION:

Relationships

Program faculty and preceptors encourage a "family" atmosphere. We consider this a program strength. As a family, we:

- Do second chances
- Don't make assumptions – ask!
- Apologize
- Forgive
- Respect each other
- Talk TO each other, not ABOUT each other
- Are team players
- Keep our promises
- Act with confidence, not arrogance
- Act with assertiveness, not rudeness
- NEVER give up
- Help each other
- Encourage each other
- Laugh often

Your life will be changed by the relationships you form within this program. Some of those you meet will become lifelong friends. While in this program, you will have many people that care about you and can support you as you handle both school and life problems, if you let them. At the end of the day, AT is truly about relationships.

AT Program Building

The building is to be locked at all times (do NOT prop doors open). Entry to the building is allowed to admitted HSU AT Program students ONLY by their student ID card. In the classroom & lab are anatomical models as well as diagnostic and other equipment that may be used by students. Use consumable supplies only with the permission of your instructor. After-hours access is a *privilege* given to AT Program students. Do not give your ID card to anyone. Access to this building is restricted. All materials are to be kept in the building. **Do not**

remove supplies, books, periodicals, charts, models, computer software or other materials without permission.

All necessary personal protective equipment (PPE), handwashing sinks, hand sanitizer & sharps disposal boxes are available & easily accessible within the AT Skills Laboratory. They should be used as necessary to reduce exposure to potential infections.

Local/State/National Symposia & Workshops

Students are highly encouraged to attend professional meetings as a supplemental resource to current events and techniques associated with the profession. Meetings are also an important tool in regard to professional socialization among staff and other athletic trainers as well as a means of networking. The AT faculty will make every effort to notify the students of upcoming meetings and symposiums by verbal announcements & electronic postings/emails.

Meetings that are especially beneficial to the AT Program students include the annual NATA national symposium (June), the NATA District 6 (SWATA) symposium (July) & the SWATA Competency Workshop (January) for students. Many other local, regional & national symposia opportunities are available.

Costs

Current costs are located in the Costs tab on the program website.

Confidentiality

Institutional policy and federal law (including Health Insurance Portability & Accountability Act – HIPAA and Federal Educational Rights and Privacy Act – FERPA) determine what, when and to whom student-related information can be released. HIPAA/FERPA training must be completed before starting clinical experience and a mandatory review is provided each fall. Any information regarding patients is confidential in nature and should not be released without written authorization. This includes any personal data, injury information, rehabilitation information, notes, photographs, x-rays, MRI reports, doctor's prescription, and the like. Also included is release of a student-athlete's playing status. Photos of injuries or patients in clinic should never be seen on social media. Students are required to follow the specific patient confidentiality policies at any clinical site they are placed.

If for any reason you wish to use the patient's information, x-rays, or any data in a case study, class project or publication, you must get written patient authorization to do so. The appropriate release form can be obtained from the AT Program Director.

Releasing any confidential information without authorization is a serious *Fitness to Practice* concern and can be grounds for immediate suspension and/or dismissal from the AT Program. Confidentiality agreements are signed annually by students.

Student records are maintained in program offices in a locked file drawer. Student records are only available to program/university personnel. Previous student clinical experience and skills lab evaluation data may be shared with preceptors when necessary to protect students/patients or to enhance the student's clinical education experience. A "Student Passport" is available to preceptors within the Typhon system; you may review your passport within the system. Some records may be kept separate from the student's file to make certain confidentiality is maintained for sensitive issues. Students should not share any login credentials they have; this could expose student records.

Grievances

As with many families, there will from time to time be grievances among those involved. Attempts should be made to resolve problems between the parties involved in a mature, calm, civil fashion. Resolution of problems should never be attempted in front of other staff members or student-athletes.

In the event that a student-to-student conflict cannot be resolved, they should turn to their preceptor (if in-clinic) for arbitration. Both sides will meet in private to give their description of the problem. In the event of other student-student or student-to-staff conflicts, the Director of Clinical Education (if not involved in the conflict) will serve as an arbitrator. The issue may be elevated to the MAT Program Director if not resolved at these levels. If the grievance involves the Program Director, the Dean of the College of Health Professions will arbitrate the conflict.

In the event an athletic training student has a conflict with a student-athlete, coach or student/graduate assistant coach or other clinical site-related personnel, the preceptor(s) should be notified as to determine what (if any) intervention is necessary. The concern should also be reported to the Director of Clinical Education.

Students are referred to the *HSU Student Handbook* for institutional grievance policies. If a student has a grievance with an instructor within the AT Program, they should discuss the grievance with the following personnel (in order of appearance); Director of Clinical Education (if clinically-related), MAT Program Director, the Dean of the College of Health Professions, the Executive Vice-President for Academic Affairs/Provost, and the President.

Fitness to Practice concerns/Behavior Issues

AT students have certain privileges and responsibilities different from those of other students, as is expected for most students in professional preparation programs. Because of this, different standards of professional behavior are expected of them. AT programs are responsible for ensuring that AT students have opportunities to learn and practice the standards expected of them.

This process considers an AT student's *Fitness to Practice* in relation to their behavior(s) and in relation to their health when appropriate. Poor health can affect a student's *Fitness to Practice* either directly or by being a cause of misconduct.

This document attempts to advise AT students and other program personnel on the kinds of professional behavior expected of AT students in order for them to be fit to practice. It does not provide an exhaustive list but hopefully encourages students to strive for high standards in their professional and personal lives.

Students are cautioned that actions outside the AT Program and/or off-campus may impact their AT Program status. Examples of such actions include but are not limited to other campus disciplinary action, criminal offenses, substance abuse, and academic dishonesty. Assessment of these or similar behaviors is performed through the program's *Fitness to Practice* policy. The program will accept and act on information regarding *Fitness to Practice* concerns from anyone inside or outside the program. Incidents of these types are subject to AT disciplinary action because they reflect poorly on the AT profession, AT Program/faculty, the College of Health Professions and the entire University. Fitness to professionally practice concerns fall under the BOC Standards of Professional Practice, the 2026 CAATE Standards (IV.13-14A-F) and the Athletic Training Licensure Statute and Rules. Because of this, students should also be aware of their responsibilities as outlined in the *HSU Student Handbook* and the *Graduate Catalog*.

Concerns of this type cast doubt on the student's decision-making, personal ethics & ability to act/practice professionally. Behaviors that breach University-level standards will be dealt with at that level first, then under the *Fitness to Practice* policy. The program reserves the right to suspend or otherwise restrict student participation based on the type of offense during this process. Examples of *Fitness to Practice* concerns include but are not limited to:

Potential *Fitness to Practice* Concerns (examples; not all-inclusive)

Reason for impairment
Misconduct – Cheating or plagiarism

Key areas of concern
Honesty and trustworthiness

Examples of behavior

- Cheating in examinations
- Signing peers into sessions they did not attend
- Passing off others' work as one's own
- Inappropriate use of agentic AI programs
- Sharing exam questions or tasks
- Forging signatures or feedback
- Falsifying assessments, logbooks, or portfolios

Dishonesty or fraud

Integrity inside and outside profession

- Falsifying research
- Committing financial fraud
- Creating fraudulent CVs or documents
- Misrepresentation of qualifications
- Failure to declare relevant misconduct
- Withholding or misrepresenting health issues

Drug or alcohol misuse

Substance misuse

- Driving under the influence of alcohol or drugs
- Abusing prescription or non-prescription medication
- Persistent or excessive misuse of alcohol or use affecting clinical or educational performance
- Dealing, possessing, or supplying drugs

Aggressive or violent behavior

Safety and professionalism

- Assault or threatening behavior
- Physical violence
- Bullying
- Harassment
- Stalking
- Online bullying or trolling

Failure to demonstrate good clinical practice

Professional conduct

- Misuse of social media
- Breach of confidentiality
- Misleading patients
- Failure to obtain proper consent
- Harassment or discrimination

- Boundary violations

Persistent inappropriate behavior

Engagement and responsiveness

- Poor engagement with training or clinicals
- Neglect of administrative tasks
- Poor time management
- Non-attendance
- Poor communication
- Disruptive or rude behavior
- Failure to accept or respond to feedback

Criminal convictions or cautions

Legal compliance

- Drug-related offences
- Theft
- Physical violence
- Fare avoidance
- Financial fraud
- Child abuse or pornography
- Sexual offences

Adverse physical or mental health

Health insight and management

- Failure to seek appropriate medical advice
- Failure to disclose serious health conditions
- Non-compliance with treatment or monitoring
- Failure to comply with reasonable adjustments
- Lack of insight into health limitations
- Failure to maintain required immunizations

Regulatory impairment finding

Prior determinations

- Finding of impaired or inappropriate practice (or similar concern) by a regulatory agency
- Previous undisclosed disciplinary action by a university or program

Modified from General Medical Council, p. 43-46. Accessed May 5, 2026. Available: https://www.gmc-uk.org/cdn/documents/professional-behaviour-and-fitness-to-practise-20210811_pdf-66085925.pdf

Typically, *Fitness to Practice* & similar concerns are usually handled on a mild, moderate & severe classification structure, as determined by the AT Program Director in consultation with the Director of Clinical Education. This process should be completed within 5 days of the initial notification of the student.

- Possible sanctions include:
 - Written warning
 - Behavior contract/conditions
 - Suspension from didactic and/or clinical course(s)
 - Expulsion from course(s)
 - Dismissal from program
- Minor issues may be dealt with simply by counseling against repeat behavior and/or letter in the student's file.
- Behavior contracts/conditions may be required anytime during a semester and may result in a probationary status. The AT Program Director will determine the level of the concern and the consequence and/or remedy to return to good standing in the program.
- Consequences may also include repeating courses and/or suspension from clinical and/or ATTR classroom courses. These actions may delay graduation dates.
- **Students arrested and charged with criminal conduct may be immediately suspended from clinical education based on the decision of the site-based preceptors, the Director of Clinical Education and the Program Director.** These actions may delay graduation dates.
- *On- or off-campus clinical sites may choose to not allow a student to complete/participate in clinical experiences at their sites; this may also impact a student's graduation date.*

Communication is a critical part of this process. All parties must communicate regularly. Communication should be by email since this is the official communication method for the University. Any conversations between parties should be summarized in an email between the parties to maintain a written record.

If a student disagrees with the decision of the Program Director, the student may ask for a review from the Dean of the College of Health Professions.

The Program Director, Director of Clinical Education and subsequent Faculty/Preceptors of the AT Program reserve the right to determine the degree to which individual acts of misconduct may be classified. The above examples are merely a sample of many the possible acts of misconduct.

Students convicted of a criminal act will be reprimanded in accordance to the form of criminal action against the student. Depending on the crime, a student may face immediate dismissal from the AT Program with no opportunity to appeal.

While officially replaced by newer CAATE Standards, we believe the 2010 NATA Foundational Behaviors of Professional Practice remain noteworthy:

Primacy of the Patient	Team Approach to Practice
Legal Practice	Ethical Practice
Advancing Knowledge	Cultural Competence
Professionalism	

Source: NATA Athletic Training Education Competencies, 5th ed.

Most of the *Fitness to Practice* policy is modeled after and modified from *Professional behaviour and fitness to practise: guidance for medical schools and their students*. Accessed May 5, 2026. Available: https://www.gmc-uk.org/cdn/documents/professional-behaviour-and-fitness-to-practise-20210811_pdf-66085925.pdf

Expected Classroom/Lab Behavior

Athletic training students are expected to be responsible for their own learning. AT is a professional preparation program; students are expected to act as professionals. As such, the student must take initiative to meet with their professor or preceptor to get assistance for any difficulties, just as they would in the “real

world.” It is expected students will be self-directed learners, with appropriate faculty guidance. In summary, our expectations of AT students include:

- Demonstrating respect and dignity for all members of the HSU community, visitors, other professionals
- Differing points of view and life experiences should be respected
- Students must effectively work together to solve problems and complete assignments, just like the “real-world.”
- Students have primary responsibility to ask questions to enhance their learning
- Self-responsibility for learning and assignment completion, including commitment to both classroom and clinical education. This includes entering required information into the Typhon system
- Demonstrating dedication to excellence and to the mastery of the essential AT knowledge, skills and behaviors.
- **Appropriate** use of personal electronic devices may enhance learning. Students may be asked by instructors to bring/use specific devices for instructional purposes. Repetitive inappropriate use of these devices may indicate a *Fitness to Practice* concern. Text messaging is NOT APPROPRIATE at any time. Students expecting “urgent” calls/texts should notify the instructor before class. This is not different from what will be expected in a professional employment setting.
- BE ON TIME for classes/clinicals/appointments. This is a foundational behavior of professionalism.
- Appropriately preparing for classes, including appropriate dress for lab activities, reading, researching, completing assignments, etc.
- Students must show responsibility to obtain missed course material or to complete assignments/exams, regardless of the reason for the absence.
- Ethical behavior as students and clinicians
- Develop and display professional values inside and outside the program

Examples of inappropriate, disruptive behaviors in classes include but are not limited to:

- Sleeping
- Inattentiveness, including studying/completing assignments for other courses during learning activities
- Inappropriate language
- Coming in late/leaving early
- Personal hygiene issues

Eating/drinking in class is at the discretion of the instructor. Failure to follow these expectations may result in course grade reduction, course dismissal and/or *Fitness to Practice* procedures.

Outside Work/Athletics Participation

Students should understand the time commitment of the program; we expect course-related work to take 40+ hours/week during the first year of the program. Clinical experience time commitment during the Year 1 Fall & Spring semesters is typically a minimum of 5-6 hours/week. This time requirement should be considered when considering employment or intercollegiate/club sports participation.

Lab week attendance is mandatory; missing a lab week will likely delay your graduation. Lab week non-attendance is not excused by work, personal obligations or athletics participation.

Employment, athletics participation or other extensive time commitments are **strongly discouraged** during the second year due to the near-full-time requirements of your clinical experiences. It is not permitted to adjust your clinical experience schedules around work, athletics or personal schedules. Failure to complete required clinical experiences will delay your graduation.

Questions about this should be directed to the Director of Clinical Education & the Program Director.

Leave of Absence

After being formally admitted into the clinical portion of the program, students may request a leave of absence from the AT program for up to one year. A leave may be requested for medical or personal reasons. If students are leaving HSU, they should contact the Registrar's and Financial Aid offices to determine possible University-level consequences.

The student will not receive any program-level penalty, however the student is responsible for updating any necessary certifications/ trainings at their own expense prior to returning to clinical experiences. Students should be aware that a leave of absence will extend their graduation date due to the fixed course sequence. Students must provide a minimum of 90-day notice by email when planning to re-enter the program. A meeting should be scheduled with the CEC and/or PD to discuss any program policy/procedure changes made during the absence.

Dating/Appropriate Interpersonal Relationships

AT student dating at clinical sites is discouraged, but not prohibited. This type of relationship must be disclosed to the preceptor(s) of the facilities/sports involved, the Director of Clinical Education & the Program Director. Failure to disclose the relationship will be treated as a *Fitness to Practice* concern. AT students involved in these types of personal relationships must understand & demonstrate:

- Under no circumstances should the AT student treat, evaluate or provide any type of AT service or advice to someone they are romantically involved with inside OR outside the clinic.
 - An AT student cannot be involved with a patient they are treating; this is a violation of the BOC Standards of Professional Practice & state credentialing regulations.
- The relationship must stay out of the clinic! An outsider observing clinic interaction (physical, emotional, verbal) should not be able to notice the relationship.
- HIPPA/FERPA protections still apply to patients (teammates, AT student/staff treatment, etc.). Discussions about these topics in any setting inside or outside the clinic is inappropriate.
- It may be necessary to transfer the AT student to another clinical site to avoid conflict. This could potentially delay a graduation date.

AT student/faculty and AT student/preceptor relationships are inappropriate & unethical and are obviously prohibited.

Tobacco/Alcohol/Other Drug Use

Obviously, illicit drug use is prohibited at all times. Students should disclose any medication they are taking which potentially impact their class or clinical performance, such as sedative effects.

For overall health reasons, tobacco use is not recommended. Any type of tobacco, nicotine use or vaping is prohibited in class or during any clinical experience, including team travel. HSU is a tobacco-free campus; this includes any type of oral tobacco. Make sure you are "aired out" before you come into the athletic training clinic. If faculty, preceptors or patients can smell smoke on you (new or stale) or if we see tobacco in your teeth, you will be sent home.

AT Scholarships

There are two scholarships specifically for MAT students, which can be applied for through AwardSpring (<https://hsutx.awardspring.com/>) on the HSU Central student portal. AT students are encouraged to apply for scholarships through the NATA and SWATA (see their respective websites for specific application information).

Interprofessional Education:

The idea of interprofessional education, where students, and faculty, from multiple disciplines learn about, from & with each other to increase collaboration to enhance patient outcomes is critical to healthcare professionals. Healthcare is very much a "team sport" & it is incumbent on each profession to provide activities where each can learn from & about the other. Therefore, participation in interprofessional education experiences are a

required part of the MAT program. This is also an opportunity to educate other healthcare professionals about what ATs do.

At least once per year, an interprofessional education session will be scheduled, typically through the College of Health Professions Interprofessional Education Committee. These are a required synchronous session for program completion. You will receive the dates for these sessions several weeks in advance. This is a requirement for all graduate programs within the College of Health Professions. If there are any questions about this requirement, contact the Program Director.

Other more informal opportunities are also available between disciplines. HSU's Physical Therapy Department sponsors monthly "Lunch & Learn" sessions with speakers from various healthcare professionals; students may attend these sessions online. You will also have opportunities to have lessons taught by physical therapists, physician assistants, physicians & others.

Hardin-Simmons University - Athletic Training Student Professional Appearance Code

Students must appear professional to maintain a status of excellence and professionalism. Therefore, it is imperative that students dress and maintain a professional attitude and appearance. If for any reason the supervising preceptor does not believe you are appropriately dressed, you will be sent home to change. Questions concerning the Appearance Code should be directed to the Director of Clinical Education and/or the Program Director. You are responsible for your clothing expenses; some clinical sites may provide you with some clothing (or an option to purchase), but you are responsible for following the Appearance Code, even if your preceptors are not. Preceptors may modify this for specific circumstances. Appearance expectations for students are:

Personal Hygiene:

1. All students are expected to bathe at least once a day; students who choose to "workout" prior to attending their clinical assignments are expected to bathe before they come to their clinical site. Students may be asked to leave the clinical site by the preceptor if the student's body odor is offensive.
2. All students are expected to use deodorant on a daily basis.
3. Facial hair is to be neat and trimmed.
4. Clean fingernails are a must. Students who choose to keep longer nails may be asked to cut their nails so as not to interfere with treatment to athletes (i.e. massage, manual therapy, etc.). Artificial nails cannot be worn for infection control reasons.
5. Hair must be off the face. If hair is long it should not interfere with treatment to a patient in any fashion. Hair must be washed on a daily basis. Hair that is knotty and unkempt is not allowed.
6. Necklaces should be kept to a minimum or not worn while working. If necklaces are worn they should be kept under the shirt while working.
7. Tattoos & body piercings may be visible if the images or words do not convey violence, discrimination, profanity, alcohol, immoral behavior or sexually explicit content. Tattoos containing such messages must be covered with bandages, clothing, or cosmetics. HSU & program faculty reserve the right to judge the appearance of visible tattoos and/or piercings. Some clinical sites may prohibit visible tattoos; clinical site administrators & preceptors have absolute authority about this at their clinical site; it is outside the purview of the MAT program.
8. Earrings should be stud or small hoops, so as not to interfere with treatment.

Clothing/Dress Expectations

In the classroom/lab at any time:

1. During lab: appropriate lab clothes including shorts and t-shirts (men); shorts or exercise tights and t-shirts (women). For upper body labs, tank tops, sports bras or swim suit tops may be worn as

appropriate. Otherwise, the the breasts (cleavage), midriff or buttocks when sitting, stooping, kneeling, etc., typically should not be visible.

2. Long hair must be tied back so it is not in the face.
3. T-shirts/tank tops cannot have alcohol-related or inappropriate logos/words

Attending AT-related guest lectures anywhere:

1. No hats/headgear
2. Professional attire (“Sunday/church dress,” “Casual professional” including: dress slacks (NO JEANS), collared shirts that can be tucked in, closed-toe shoes, skirts & blouses that DO NOT expose the breasts (cleavage), midriff or buttocks. Shorts and appropriate tops may be worn only if a laboratory is part of the presentation of the visiting lecturer/guest and the course instructor has given permission for such attire.
3. Inappropriate attire includes flip-flops, sandals, slippers, jeans, shorts, jogging suits, low-cut pants or shirts.
4. AT-related guest lectures within program classroom/lab nametags are REQUIRED.

Sport-related Clinical Experiences:

The clinical site preceptor determines appropriate dress for clinical time, practice & game coverage. Students are encouraged to be prepared for variable weather conditions when clinical requirements include outdoor activities. Weather conditions can change rapidly.

Program-issued nametags are ALWAYS required at a clinical site.

Clothing suggestions are provided below, as are program “never acceptable” standards. Regardless of preceptor preference, these “never acceptable” (or similar) appearances are always prohibited.

Practices:

1. *Recommended:*
 - a. *Collared shirts*
 - b. *“Khakis” or similar pants/shorts (appropriate length) in tan, black, blue, etc.*
 - c. *Sneaker-type shoes*
2. **NEVER ACCEPTABLE:** *tank tops, blue jeans, any open-toed shoes, including sport-sandals or “flip flops,” “leggings/yoga pants/spandex” or any clothing that exposes the buttocks, breasts (cleavage), or midriff when sitting, stooping, kneeling, etc.*
3. **Discouraged:**
 - a. *T-shirts*
 - b. *Gym shorts*
 - c. *“Sweats”*
4. In the event of inclement weather, adjustment in the uniform can be appropriately made with the permission of your preceptor.

Indoor Competitions (final determination by preceptor):

Recommended: Professional Casual – Volleyball, basketball

1. **Shirts:** Collared shirts, blouses, sweaters, or tie and jacket
2. **Pants/Slacks:** casual or dress pants/slacks
3. **Skirts/Dresses:** is it practical for working environment?
4. **Shoes:** Casual or dress shoes
5. **NEVER ACCEPTABLE:** *tank tops, blue jeans, any open-toed shoes, including sport-sandals or “flip flops,” “leggings/yoga pants/spandex” or any clothing that exposes the buttocks, breasts (cleavage), or midriff when sitting, stooping, kneeling, etc.*

Game Uniform – Outdoor sports:

1. *Recommended*

- a. **Hats:** HSU, clinical site logo or plain caps only.
 - b. **Shirts:** Collared staff/team color/HSU shirt.
 - c. **Pants:** Khaki or black colored pants or shorts (as preferred by preceptor). Shorts should be of modest length.
2. **NEVER ACCEPTABLE:** tank tops, blue jeans, any open-toed shoes, including sport-sandals or “flip flops,” “leggings/yoga pants/spandex” or any clothing that exposes the buttocks, breasts (cleavage), or midriff when sitting, stooping, kneeling, etc. In the event of inclement weather, adjustment in personal appearance can be appropriately made with the permission of your preceptor.
 3. Students are encouraged to be prepared for variable weather conditions when clinical requirements include outdoor activities. Weather conditions often change rapidly.

Office-based Clinical Rotations:

Recommended: *Professional Casual – or as required by the clinical site*

1. **Shirts:** Collared shirts, blouses, sweaters, or tie and jacket
2. **Pants/Slacks:** casual or dress pants/slacks
3. **Skirts/Dresses:** practical for working environment
4. **Shoes:** Casual or dress shoes
5. **NEVER ACCEPTABLE:** tank tops, blue jeans, any open-toed shoes, including sport-sandals or “flip flops,” “leggings/yoga pants/spandex” or any clothing that exposes the buttocks, breasts (cleavage), or midriff when sitting, stooping, kneeling, etc

NAMETAGS ARE REQUIRED FOR ALL CLINICAL EXPERIENCES AT ALL TIMES

Clinical Education

ATs, physicians and other health professionals in multiple settings serve as preceptors for AT students. Direct supervision is required by CAATE standards and requires the preceptor to be physically present and able to immediately intervene to protect a patient. The preceptor is also expected to provide formal and informal feedback to the student to allow for improvement of clinical skills. Preceptors have special opportunities to teach and evaluate student clinical performance while they perform patient care.

Preceptors’ roles in the MAT program include:

- supervise, instruct, and mentor students during clinical education.
- engage students in clinical education
- facilitate the clinical integration of skills, knowledge, and evidence regarding the practice of athletic training
- provide assessment of students’ clinical diagnostic, injury/illness management, interpersonal and decision-making skills during patient care
- serving as a role model

Clinical supervision can also be defined as:

“Supervision is an intervention that is provided by a senior member of a profession to a junior member or members of that same profession. This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the junior members(s), monitoring the quality of professional services offered to the clients she, he, or they see(s), and serving as the gatekeeper of those who are to enter the particular profession.” (Bernard and Goodyear, 1998)

The process of clinical supervision should have a clinical focus involving knowledge sharing, learning guidance and the provision of feedback and support. The supervisory relationship should reflect aspects of trust, reliability, approachability, honesty, be non-judgmental and foster open communication.

A primary responsibility of a preceptor is to act as a role model; therefore the relationship between preceptor and student must be defined by mutual trust and respect, as described above.

Clinical supervision is intended to:

- Grow the student and preceptor; enrich knowledge & best practices
- Encourage and ensure conformity to agency and organizational standards and expectations
- Result in improved patient & student outcomes
- Provide both support and challenge to the student
- Provision of high-quality patient care through accountable decision-making & clinical practice
- Clinical skill development by providing appropriate feedback/support/coaching to the student

This graphic illustrates the components of clinical supervision:

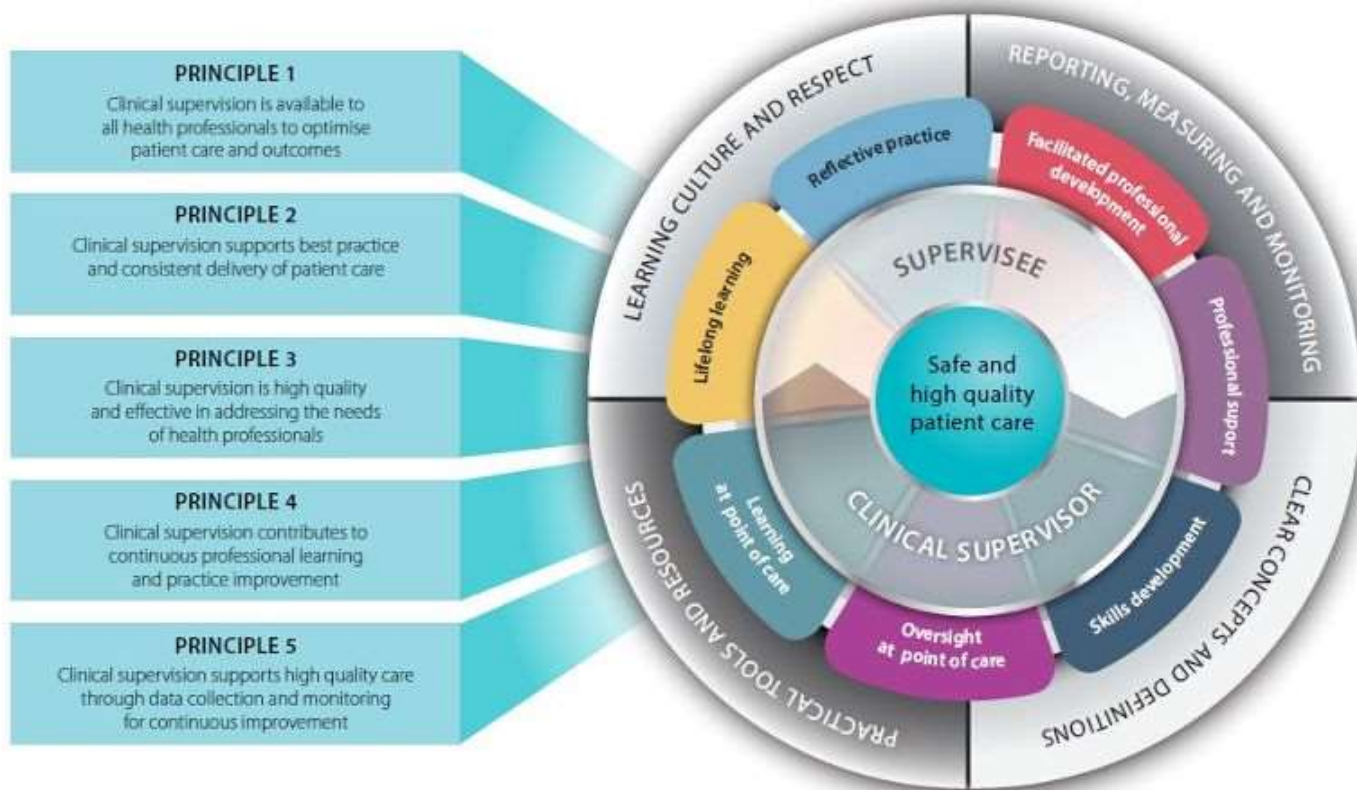


Figure 1 – NSW Health Clinical Supervision Framework; **Allied Health Clinical Supervision**, p.4

Some Clinical Supervision section information modified from: Allied Health Clinical Supervision Guidelines (2012) & new version (2023): South Eastern Sydney Local Health District. **Allied health clinical supervision**. Guideline SESLHDGL/016. Published May 2023. Accessed May 6, 2026. <https://www.seslhd.health.nsw.gov.au/sites/default/files/documents/SESLHDGL%2016%20-%20Allied%20Health%20Clinical%20Supervision.pdf>

Clinical education in the HSU MAT program is intentionally planned to encourage the integration of classroom knowledge and simultaneous clinical practice to develop clinical skills, decision-making and use of evidence-based practice. Students and preceptors should utilize the concept of graded supervision; as students progress through a clinical rotation and the program, they should be provided with increasing amounts of responsibility, including semi-autonomous practice opportunities.

This clinical progression is a responsibility of both preceptor and student. The student must show desire to grow and demonstrate the learning, clinical skills and decision-making required to be an effective clinician. The preceptor must assess and guide the student to obtain the required skillset and be willing to allow the student more patient care responsibility with appropriately supervised autonomy (CAATE Standard II.7).

Students and preceptors should remember students cannot perform clinical skills they have not been instructed on AND practiced on non-patients. This does not mean a student must wait to complete a specific course before performing a skill; it does mean the student must be instructed on & competency verified by a preceptor before applying it to a patient. The program encourages the use of “teachable moments” and the varied patient load during clinical experiences. It will be useful to the student’s clinical education to be able to “take advantage” of specific patients/pathologies as they present, regardless of their level in the program. It is the responsibility of both the preceptor AND student to know the capabilities and limitations of the student’s skillset. Preceptors are provided information about the student’s baseline knowledge & skills at the start of a clinical experience. Supervised autonomy is critical, particularly during the second year. If a student believes they are not being allowed progressively increasing responsibility & practice, they should contact the Director of Clinical Education.

Required Clinical Experiences

Clinical Course Requirements:

- Year 1 – typically high school or college/university
 - Fall – ATTR 6231 (60-80 hour clinical experience)
 - Spring – ATTR 6232 (60-80 hour clinical experience)
- Year 2
 - Four clinical courses are offered for the second year. These courses are variable credit & repeatable as needed. Students will complete 20 credits of clinical education in the 2nd year of the program.

Specific clinical experience requirements of the MAT program include:

- High school sports (ATTR 6033 -- minimum 3 total clinical credit hours)
- College sports (ATTR 6034 -- minimum 3 total clinical credit hours)
- Non-sport (emerging) setting (ATTR 6035 -- minimum 3 total clinical credit hours), which could include:
 - Physician office
 - Rehab clinic
 - Military
 - Performing arts
 - Public safety
 - Reminder: This is not a complete list!
- Students may combine these or find other relevant clinical experience opportunities. This should be discussed with the Director of Clinical Education.
- ATTR 6036 is for rare clinical experiences with <30 hours/week minimum expectation

By CAATE standard, all students are required to complete clinical experiences with:

- Patients throughout the lifespan, sexes and differing socioeconomic status levels
- Non-orthopedic conditions
- Varying levels of activity and athletic abilities through different activities, including equipment-intensive (football) and activities with emphasis on the lower-extremity (basketball, soccer) and upper-extremity (baseball, softball).
- Participants in non-sport activities, including military, industrial, occupational, leisure activities, performing arts, etc.

This is achieved by students’ being involved with patients with a variety of health conditions during their different clinical experiences. This includes:

- Emergent conditions
- Behavioral (mental health)
- Musculoskeletal
- Neurological

- Endocrine
- Dermatological
- Cardiovascular
- Respiratory
- Gastrointestinal
- Genitourinary
- Otolaryngological
- Ophthalmological
- Dental
- Environmental conditions

CAATE standards also mandate a minimum of one immersive clinical experience (defined as: “A practice-intensive experience that allows the student to experience the totality of care provided by athletic trainers. Students must participate in the day-to-day and week-to-week role of an athletic trainer for a period of time identified by the program (but minimally one continuous four-week period).” (CAATE Standard II.8); however, HSU’s MAT program considers all clinical experiences as potentially immersive & students should be prepared to attend clinical experiences on a full-time basis.

- The MAT Program requires students to participate in a minimum of 2 4-week immersive experiences (as defined by CAATE standard) during the student’s second year. The program defines immersive experiences as single clinical courses (ATTR 6033/6034/6035) of 4 credits or greater.
- These experiences are created with the student & Director of Clinical Education working together to establish the clinical site & preceptor.
- There are clinical experiences where an immersive experience meeting the CAATE definition of “totality of care” & “day-to-day and week-to-week role” will require significantly more than 40 hours/week. To reiterate, the actual clinical time requirement is determined by the characteristics of the clinical site, the preceptor & Director of Clinical Education.

Clinical Hours Recording and Clinical Education Assignments

Clinical hours should be accurately recorded in the duty hours section of the Typhon system. All days in a month should be accounted for in Typhon; days without clinical time should be recorded as such. Students are only allowed to enter hours for 7 days, after that time for a day may not be entered. All hours documentation will occur in Typhon. Students must provide documentation of hours being submitted in Typhon WITHIN 7 DAYS of the hours being completed. Hours submitted in Typhon after 7 days may not be accepted. Hours not verified in Canvas will not be accepted. Verification of all hours documentation must occur in Canvas. If a student does not complete hours within a given week, they MUST indicate in Canvas and Typhon that no hours were completed for assignment credit.

During team travel, hours may only be recorded for actual AT duties, such as practice coverage, hotel treatments, game preparation/coverage, etc. Hours cannot be counted for travel time, meals, rest, etc.

Students will complete clinical course assignments in correlation to the number of credit hours assigned to their 2nd year clinical courses. See the chart below for assignments.

# of course credits	Minimum Hours required	# of CEX required	# of encounters required	Minimum # of weekly Journals	Evaluations of student by preceptor	Required Assignments
1	30	2	20	2	Final Professionalism	Case Study 1 CEUs
2	60	2	40	2	Final Professionalism	Case Study 1 CEUs
3	90	4	60	3	Final Professionalism	Case Study 1.5 CEUs

4*	120	5	80	4	Mid-term Final Professionalism	Case Study 2 CEUs
5*	150	6	100	5	Mid-term Final Professionalism	Case Study 2.5 CEUs
6*	180	7	120	6	Mid-term Final Professionalism	Case Study 3 CEUs

Additional assignments will be required in Canvas depending on the clinical education course.

Weekly Journals

All weekly journals will be completed in Typhon. Students must provide documentation of the journal being submitted in Typhon WITHIN 7 DAYS of the week assigned (for example, the journal for week 2 will not be accepted after week 3). Journals submitted in Typhon after 7 days may not be accepted. Journals not verified in Canvas may not be accepted. Verification of all journals must occur in Canvas. If a student does not complete hours within a given week, they MUST indicate in Canvas and Typhon that no hours were completed and therefore, no journal was submitted for assignment credit.

One of the clinical supervision principles in the previously cited document is: “Reflective practice should be applied within all models of clinical supervision and is imperative in clinical supervision to facilitate change, deeper learning and improve patient care.” Reflection has been shown to produce stronger clinical reasoning, better decision-making and increase awareness of thinking errors. Structured reflection turns experience into learning.

South Eastern Sydney Local Health District. **Allied health clinical supervision**. Guideline SESLHDGL/016. Published May 2023. Accessed May 6, 2026. <https://www.seslhd.health.nsw.gov.au/sites/default/files/documents/SESLHDGL%20016%20-%20Allied%20Health%20Clinical%20Supervision.pdf>

Patient/Client Logs

All patient/client logs will be completed in Typhon. Students must provide documentation the patient encounter in Typhon WITHIN 7 DAYS of the encounter (for example, an encounter that occurred on January 10th must be documented in Typhon prior to January 17th). Students will not be able to document encounters in Typhon after 7 days. Verification of all logs (in sets of 10) must occur in Canvas. To complete the clinical course, the student must log the number of encounters listed in the syllabus for their assigned credit hours.

CEUs

Over the semester, utilize the resources available to you to complete the assigned mock continuing education unit (CEU) hours. You may utilize any BOC Approved Provider CEU credits for this assignment, as long as it was not a requirement for another course and has been completed between the dates assigned to the course. Verification of the completion of hours may come in the form of an email from the organization that held the workshop, a certificate of attendance or completion, or other verification as approved by the Director of Clinical Education.

Evaluations

Over the course of the rotation, the following evaluations are required:

Mid-clinical Evaluation of Student by Preceptor	Due after completion of ½ of assigned hours (4 credits or greater)
Mid-clinical Evaluation of Student by Self	Due after completion of ½ of assigned hours(4 credits or greater)
Final Evaluation of Student by Preceptor	Due during final week of rotation
Final Evaluation of Clinical Site by Student	Due during final week of rotation

Final Evaluation of Preceptor by Student	Due during final week of rotation
Professionalism Evaluation of Student by Preceptor	Due during final week of rotation

The student is responsible for the timely completion of all of their evaluations. Students should “gently remind” preceptors when evaluations are due. If a preceptor won’t discuss your evaluation with you, contact the DCE.

To earn a grade of B or higher in a clinical education course, all course requirements must be completed in full.

Overall Clinical Behavior Expectations

- Be courteous and respectful in all interpersonal interactions
 - Students should never be visibly disrespectful to other employees, visiting team athletes/officials or other healthcare professionals.
 - Others should be respectful of you; if you have unresolvable difficulties with someone in the clinic (co-worker, athlete, coach, etc.), discuss this with your preceptor
- Do not use profanity or other foul language
 - Profanity should not be used by anyone in the clinic; it is your responsibility to maintain decorum in the clinic
- Avoid discriminatory (racist, sexist, etc.) remarks (or anything that can be construed that way); remember, perception is reality
 - Report any harassment to your preceptor or the CCE.
 - Students are also referred to relevant sections of the *HSU Student Handbook*
- Avoid personal discussions (what party or club attended last night...)
- Avoid personal conversations/text messaging
 - Students are expected to appropriately utilize “smartphones” if they have them available to enhance clinical learning and patient care, but these are the only reason they should be displayed
- Use the “golden rule;” treat others the way you want to be treated, both personally and while delivering patient care
- Verbal comments and/or non-verbal actions toward game, school or other officials will not be tolerated; officials should never hear criticism from ATS at any time before, during or after a contest

Holiday/Other Breaks

Students’ clinical experiences will often continue over short “breaks,” such as Labor Day and BW Aston Fall Break. Students assigned to preceptors with sport responsibilities that bridge longer breaks (i.e. Christmas, Spring Break) should visit with their preceptors at the start of that clinical experience to determine expectations for clinical time over break periods.

University/Clinical Site Closing due to Inclement Weather

Students are not required to attend clinical experiences when the University or their clinical site is closed due to weather. If the student is participating in a clinical experience at an educational institution that is closed for weather-related reasons, the student does not have to attend their scheduled clinical time that day. If classes are not in session (i.e. Christmas break), attendance is not required when travel is actively discouraged by local/state police, state transportation officials or the Department of Public Safety (TX). The preceptor should be notified about the student’s absence as soon as possible.

Team Travel

The program believes team travel experiences are an important part of students’ clinical education during sport-related experiences and encourages this. These experiences are a privilege, not a right. Students with clinical performance concerns may be prohibited from travel experiences. Team travel assignments are made at the discretion of the preceptor; their decision is final. It is expected students will travel when assigned to as a part of their clinical experience course requirements. If provided adequate scheduling, employment is not an

excuse for being unable to traveling (during second year). If for some reason a student is unable to travel, the student should notify their preceptor as soon as possible (preferably at least a week in advance). Team travel without a preceptor is not a required part of a student's clinical experience.

Appropriate professional behavior is expected, as it is a reflection on the student, preceptor, faculty, program and the University as a whole. Travel and event dress will be determined by the preceptor.

No alcoholic beverages can be purchased/consumed while on a clinical experience-related trip. Students planning to travel by other means than with the team travel party should submit a request to the preceptor by email. If approved, the CEC should be notified by email.

Practical Skills Evaluations

Students are given practical skills examinations during on-campus clinical skills laboratory courses and may also be given by preceptors. Students must receive a grade of 80 or above to remain in good standing. If a student earns less than 80, the examination must be retaken. Repeated exam grades <80 will be considered a *Fitness to Practice* concern. These may be audio-video recorded for student and/or faculty review.

Bloodborne Pathogens/Infection Control/Personal Safety

All students are expected to follow all program- and site-specific guidelines related to bloodborne pathogens, infection control & personal safety, including wearing personal protective equipment (PPE) when necessary. The availability of PPE & handwashing stations is reviewed with students during their initial clinical site orientation. It is the student's responsibility to appropriately use PPE & follow appropriate protection & safety procedures to reduce injury/illness.

MAT Program Bloodborne Pathogens/Infection Control Exposure Control Plan

As part of their training, students may encounter exposure to infectious and environmental hazards. This may include, but is not limited to, being exposed to latex or other products such as gloves that may contain allergens, and exposure to communicable infectious disease which may be transferred in the classroom or clinical setting.

While the risk of transmission is small, the Program has policies and procedures in place to minimize risk.

It is the policy of the Hardin-Simmons University MAT Program to follow the guidelines and recommendations made by the Centers for Disease Control and Prevention (CDC) and the Occupational Safety and Health Administration (OSHA) regarding standard precautions. Before beginning clinical education experiences through the HSU MAT Program, students will receive training regarding CDC standard precautions as well as OSHA training through Medbridge courses.

Standard Precautions

Standard Precautions combine the major features of Universal Precautions and Body Substance Isolation and are based on the principle that all blood, body fluids, secretions, respiratory particles, excretions, non-intact skin, and mucous membranes may contain transmissible infectious agents.

Standard Precautions include a group of infection prevention practices that apply to all patients, regardless of suspected or confirmed infection status, in any setting in which healthcare is delivered. These practices include:

- Hand hygiene
- The use of personal protective equipment (PPE)

Students may access details of this information at any time at this website:

Exposure to Blood Borne Pathogens:

Strict adherence to standard precautions and other infection control measures should prevent a student's exposure to blood borne pathogens. CARE AND TREATMENT AFTER EXPOSURE: Should a student sustain a possible exposure (including a needlestick injury) to blood borne or other infectious respiratory or contact pathogens during a clinical training experience, the student is responsible for immediately notifying their supervisor, instructor/preceptor, or department manager. The student should then follow the steps outlined in the section titled "Post-Exposure Procedure" and "Student Injuries or Exposures". Exposure is defined as a demonstrated skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious materials.

Follow this protocol IMMEDIATELY if you are experience a needlestick injury or are exposed to blood/bodily fluids while on your rotations:

1. Aggressive local wound care to the site of exposure should be initiated immediately. The site should be cleansed thoroughly with soap and water for at least 15 minutes using a surgical hand brush when possible. It may be beneficial to use an antiseptic such as chlorhexidine gluconate (Foam Carer CHG), an iodophor (EZ Scrub, Betadine), or Dakins solution (dilute 1:9 buffered sodium hypochlorite).

Difficult to scrub areas should be soaked in chlorhexidine gluconate (Foam Carer CHG) or other antiseptic. Non-intact skin should be cleansed with soap and water for at least 15 minutes. It may be beneficial to use an antiseptic as described above. Mucous membrane exposures (e.g., eye splashes) should be irrigated thoroughly for at least 20 minutes with saline or tap water using the nearest eye washing station (or faucet if none available).

2. The incident MUST be reported immediately to:

- the preceptor and/or supervisor AND
- as soon as possible the DCE and/or Program Director.

3. The student should seek immediate medical care at the nearest Emergency Room. Do not wait until the end of your shift. Students are responsible for all medical expenses related to a bodily fluid exposure.

More information can be found at: <https://www.cdc.gov/niosh/topics/bbp/emergnedl.html>

If a potentially infectious exposure occurs, do not allow feelings of embarrassment, a large workload, or misplaced peer pressures prevent you from reporting the event immediately. Needle sticks and other exposures can be life-threatening. Responsible healthcare providers recognize that unintentional injuries and occupational exposures may occur and must be evaluated by competent, objective, and experienced medical professionals.

Financial Responsibility:

All charges incurred by MAT students for healthcare visits, diagnostic studies, and prescribed medications related to an injury, needle stick, blood, or body fluid exposures are the student's responsibility. Students must maintain health insurance throughout their educational experience at the HSU MAT Program. All medical or healthcare services (emergency or otherwise) that the student receives or requires are the student's financial responsibility and are at the student's expense.