



School of Human Performance

Master of Athletic Training

Policy and Procedure Manual

2017-2018

Enclosed are the policies and procedures that all students admitted to the Master of Athletic Training Program must adhere to. Enclosed are important policies, guideline, and resources.

You are responsible to review and comprehend all information in this manual. You are required to review this manual each semester while you are enrolled in the program and sign the handbook signature sheet.

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Terminology

- **Clinical Integration Proficiency** - a skill or set of sub-skills identified by the National Athletic Trainers' Association Education Council or the AT Program as a clinical ability the entry-level athletic trainer should possess. For these policies, a clinical skill is synonymous with a clinical proficiency.
- **Clinical site** - specific location where the student will be directly supervised while completing a clinical experience.
- **Clinical Supervisor** – an individual who is not a credentialed health care professional yet oversees a student during a clinical experience. These are typically people in administrative roles at general sports medicine settings.
- **Direct supervision** is defined as the preceptor being physically present and being able to intervene on behalf of the athletic training student and the patient. To satisfy this requirement, the preceptor must be in the immediate physical vicinity of the student and be able to verbally and visually interact with the student on a regular and consistent basis. For further explanation see the “Direct Supervision of Students” policy.
- **MAT Program** - The abbreviation specifically refers to the Midland University Master of Athletic Training Program.
- **Master of Athletic Training Student (MATS)** - an individual who has been formally accepted into the first year of the MAT Program. For the following policies (unless noted otherwise), the athletic training student will be identified as “student” or “MATS”.
- **Practicum Assignment** – Student assignment to a specific preceptor which functions in a specific athletic training practice setting to satisfy accreditation and program requirements.
- **Practicum Experience** - synonymous with practicum assignment however it can also refer to specific experiences of the student during the entire practicum assignment (e.g., spine boarding the spine-injured patient, creating a post-surgical rehabilitation program)
- **Practicum rotation** - time frame in which a student will complete a specific clinical experience. In general, clinical experiences will be assigned as semester rotations; however, some experiences could be divided into shorter time frames within a semester.
- **Preceptor** – clinical supervisor who is a credentialed health care/medical provider as identified by the athletic training program to be responsible for supervising students during clinical education

Overview of the Athletic Training Profession

THE CERTIFIED ATHLETIC TRAINER

Athletic training is practiced by athletic trainers, health care professionals who collaborate with physicians to optimize activity and participation of patients and clients. Athletic training encompasses the prevention, diagnosis, and intervention of emergency, acute, and chronic medical conditions involving impairment, functional limitations, and disabilities. The certified athletic trainer (ATC®) is a highly educated and skilled allied health care professional. In cooperation with physicians and other allied health personnel, the athletic trainer functions as an integral member of the athletic health care team in secondary schools, colleges and universities, sports medicine clinics, industrial settings, professional sports programs and other health care settings.

EDUCATION

Athletic training is an academic major or graduate equivalent major program that is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The current minimum entry point into the profession of athletic training is the baccalaureate level, however it was recently decided by the AT Strategic Alliance that the minimum professional degree level will be a master's*, a change to be implemented within the next several years. More than 70 percent of athletic trainers hold at least a master's degree. Upon completion of a CAATE-accredited athletic training education program, students become eligible for national certification by successfully completing the Board of Certification, Inc. (BOC) examination.

Professional Education

Professional training education uses a competency-based approach in both the classroom and clinical settings. Using a medical-based education model, athletic training students are educated to provide comprehensive patient care in five domains of clinical practice: prevention; clinical evaluation and diagnosis; immediate and emergency care; treatment and rehabilitation; and organization and professional health and well-being. The educational requirements for CAATE-accredited athletic training education programs include acquisition of knowledge, skills and clinical abilities along with a broad scope of foundational behaviors of professional practice. Students complete an extensive clinical learning requirement that is embodied in the clinical integration proficiencies (professional, practice oriented outcomes) as identified in the [Athletic Training Education Competencies](#) (PDF).

Students must receive formal instruction in the following specific subject matter areas identified in the Competencies:

- Evidence-based practice
- Prevention and health promotion
- Clinical examination and diagnosis
- Acute care of injury and illness
- Therapeutic interventions
- Psychosocial strategies and referral
- Health care administration

Professional development and responsibility

*-By the Fall of 2021, CAATE will no longer recognize the bachelor's degree option and all students will be required after this time to graduate with a master's degree from a CAATE accredited institution.

CERTIFICATION

ATCs have satisfactorily fulfilled the requirements for certification established by the Board of Certification, Inc. (BOC). BOC certification is recognized by the National Commission for Certifying Agencies and is currently the only accredited certification program for Athletic Trainers. The certification examination administered by BOC evaluates a candidate's knowledge, skills and abilities required for competent performance as an entry level athletic trainer. Candidates must complete an entry-level accredited athletic training program and pass the BOC certification examination, at which time the BOC will designate the credentials ATC® to the successful candidate.

For more information visit the National Athletic Trainers' Association at www.nata.org and the Board of Certification, Inc. at www.bocatc.org.

NATA MISSION STATEMENT

"The mission of the National Athletic Trainers' Association is to enhance the quality of health care provided by certified athletic trainers and to advance the athletic training profession."

NATA CODE OF ETHICS

Preamble

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

1. MEMBERS SHALL PRACTICE WITH COMPASSION, RESPECTING THE RIGHTS, WELFARE, AND DIGNITY OF OTHERS

1.1 Members shall render quality patient care regardless of the patient's race, religion, age, sex, ethnic or national origin, disability, health status, socioeconomic status, sexual orientation, or gender identity.

1.2. Member's duty to the patient is the first concern, and therefore members are obligated to place the welfare and long-term well-being of their patient above other groups and their own self-interest, to provide competent care in all decisions, and advocate for the best medical interest and safety of their patient at all times as delineated by professional statements and best practices.

1.3. Members shall preserve the confidentiality of privileged information and shall not release or otherwise publish in any form, including social media, such information to a third party not involved in the patient's care without a release unless required by law.

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

- 2.1. Members shall comply with applicable local, state, federal laws, and any state athletic training practice acts.
- 2.2. Members shall understand and uphold all NATA Standards and the Code of Ethics.
- 2.3. Members shall refrain from, and report illegal or unethical practices related to athletic training.
- 2.4. Members shall cooperate in ethics investigations by the NATA, state professional licensing/regulatory boards, or other professional agencies governing the athletic training profession. Failure to fully cooperate in an ethics investigation is an ethical violation.
- 2.5. Members must not file, or encourage others to file, a frivolous ethics complaint with any organization or entity governing the athletic training profession such that the complaint is unfounded or willfully ignore facts that would disprove the allegation(s) in the complaint.
- 2.6. Members shall refrain from substance and alcohol abuse. For any member involved in an ethics proceeding with NATA and who, as part of that proceeding is seeking rehabilitation for substance or alcohol dependency, documentation of the completion of rehabilitation must be provided to the NATA Committee on Professional Ethics as a requisite to complete a NATA membership reinstatement or suspension process.

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

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

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

- 4.1. Members should conduct themselves personally and professionally in a manner that does not compromise their professional responsibilities or the practice of athletic training.
- 4.2. All NATA members, whether current or past, shall not use the NATA logo in the endorsement of products or services, or exploit their affiliation with the NATA in a manner that reflects badly upon the profession.
- 4.3. Members shall not place financial gain above the patient's welfare and shall not participate in any arrangement that exploits the patient.

4.4. Members shall not, through direct or indirect means, use information obtained in the course of the practice of athletic training to try and influence the score or outcome of an athletic event, or attempt to induce financial gain through gambling.

4.5. Members shall not provide or publish false or misleading information, photography, or any other communications in any media format, including on any social media platform, related to athletic training that negatively reflects the profession, other members of the NATA, NATA officers, and the NATA office.

Overview of Midland University Master of Athletic Training Curriculum

Midland University's Mission

Midland University inspires people to learn and lead in the world with purpose.

Masters of Athletic Training Mission

The Masters of Athletic Training provides future Athletic Training professionals with the knowledge, skills, and practice to be successful in a wide range of professional settings.

Program Objectives

At the completion of the MAT program, students are:

1. Prepared to take and pass the BOC exam
2. Clinically proficient at the level defined by CAATE
3. Competent to provide athletic training services in a wide variety of professional settings with diverse patient populations
4. Able to synthesize information, make decisions, and act in ways that maximize patient outcomes.
5. Exhibiting behaviors consistent with those of athletic training professionals

Program Expectations

All faculty and staff within the MAT program have made a commitment to provide a learning environment for the student. With this in mind the faculty/staff will act as a guide in the learning process. They are here to challenge you to be able to make an appropriate, educated decision when the time arrives which is vital to your success within the profession.

Admission into the Master of Athletic Training Program

Undergraduate students currently enrolled at Midland University and in their junior year are allowed to apply for acceptance in the graduate program providing they meet all necessary pre-requisite courses with a C- or better by the end of their first semester of their senior year/1st graduate year as well as demonstrating a 2.75 cumulative GPA.

Students from outside institutions can apply for acceptance into the traditional graduate program during their senior year at their undergraduate institution. They must complete all pre-requisite courses with a C- or better and have achieved a cumulative GPA of 2.75 for unconditional acceptance into the MAT.

Once MATS are admitted to the program they will be required to maintain certain standards to continue within the program.

*A copy of the application forms can be found in the Appendices of this handbook

PRE-ADMISSION REQUIREMENTS

Pre-requisite courses (C- or better for unconditional acceptance into program):

Anatomy and Physiology (with lab)	2 semesters
Biology (with lab)	1 semester
Chemistry (with lab)	1 semester
Physics (with lab)	1 semester
Psychology	1 semester

Recommended Courses:

Statistics	1 semester
Kinesiology	1 semester
Exercise Physiology	1 semester

Observational Hours

Students are required to complete a minimum of 45 observational hours with a certified athletic trainer (ATC) in the year during application to the program. Observation sheet must be signed by said ATC.

Undergraduate cumulative GPA of 2.75 or better

Prospective MAT students will need to provide the following:

Documentation Needed:

1. Application
 - a. ATCAS (Athletic Training Centralized Application Service) portal for traditional students
<https://atcas.liaisoncas.com/>
 - b. paper application for 3+2 students (see appendix)
2. Transcripts from Undergraduate program (including pre-requisite courses)
3. Two letters of recommendation (one from Certified Athletic Trainer-ATC)
4. Letter of Interest
5. Completion of a minimum of 45 observation hours under supervision of a Certified Athletic Trainer
6. Answer questions from ATCAS (not necessary for 3+2 students)
7. Qualified students will be granted an interview for admission into the Masters of Athletic Training Program

Rubric Scoring (average of all scores):

5-4.5 Excellent candidate; well suited to program with potential to excel in graduate studies

4.49-4.0 Strong candidate; generally well suited to program with potential to do well in graduate studies

3.99-3.0 Candidate meets basic expectations; generally suited to program but may experience some challenges in graduate studies

2.99-2.0 Weak candidate; not well suited to program and will likely experience significant challenges in graduate studies

1.99-0 Unacceptable candidate; not suited to program and has high likelihood of failure or withdrawal in graduate studies.

*Students must achieve an average score of a 3.0 (application documents/interview) based upon the rubric scoring to be considered for admission into the program.

**The application documents/interview rubrics are contained in the appendices of this document.

TRANSFER STUDENTS

A student who has completed an associate of arts or science, a bachelor's, or master's degree at another college or university or who has begun taking courses at another institution may apply for admission with the intent of completing a Masters of Athletic Training at Midland University. The student must meet the standard admission requirements. Transfer credits from regionally accredited colleges or universities may be accepted and applied to the new degree being sought as determined by the Athletic Training Program Director and the Registrar's Office. Students must complete a minimum of 15 credits in practicum while in residence in the Midland University MAT. If a student has been enrolled in an Athletic Training Program at another college or university, his/her transcript will be assessed on an individual basis to determine which courses will be transferable to the Midland University Masters of Athletic Training Program. A student is allowed to transfer up to 6 credits of graduate-level coursework, if the student can provide proof (via syllabi) that all knowledge and course competencies have been evaluated and assessed. Transfer students who have not taken required courses such as: 2 semesters of Anatomy and Physiology, 1 semester of Chemistry, 1 semester of Physics, 1 semester of Psychology and 1 semester of Biology, may be required to take those courses at Midland University.

PRIOR TO FIRST ACADEMIC YEAR WITHIN MAT PROGRAM

Once the student has applied and gone through the interview process and their application has been accepted and approved, the student will be required to do the following by the end of the first course in the summer semester (MAT 400/500):*

The following is a checklist of the requirements that must be completed prior to the first practicum course:

- Health Physical Record includes Immunizations for Varicella Zoster (Chicken Pox), MMR, Tetanus (Td or Tdap) and Hepatitis B
- Criminal Background Check
- DHHS Abuse Check – Child and Elder abuse
- Drug Screen
- Current certification by the American Red Cross in First Aid and as a Professional Rescuer (will be obtained and skills tested in MAT 500)
- Signed HIPAA Confidentiality agreement (Midland, Agency Specific, and User Codes); Technical Standards; FERPA statement and Athletic Training Student Handbook. Copies of these forms can be found in the Policies and Appendices.
- Annual TB test (May be done annually, but must be current during the academic year)
- Flu Vaccine (Academic year - current within the flu season, varies by month per agency)
- Agency specific orientation and/or requirements

VACCINATION REQUIREMENT

Prior to being acceptance into the MAT, students need to show proof of having all immunizations up to date. Students will be required to show proof of the following vaccinations: MMR (3 vaccinations or positive titers for all three); varicella (positive titer or 2 vaccinations); TB annually; TDaP; Hep B (3 vaccinations); and Flu (annually).

PROGRAM OF STUDY

1 st Graduate Year	2 nd Graduate Year
Summer MAT 500 – Advanced Emergency Techniques in AT – 3 credits Semester Total: 3 Credit Hours	Summer MAT 539 - AT Practicum III (Immersive Experience) – 3 credits
Fall MAT 501 – Lower Extremity Evaluation – 3 credits MAT 502 – Upper Extremity Evaluation – 3 credits MAT 519 – AT Practicum I – 3 credits Semester Total: 9 Credit Hours	Fall MAT 510 – General Medical Conditions in AT – 3 credits MAT 520 – Topics in Sports Medicine – 2 credits MAT 521 – Research Methods/EBP in AT – 2 credits MAT 619 – AT Practicum IV – 3 credits Semester Total: 10 Credit Hours
Spring MAT 600 – Modalities in AT – 3 credits MAT 601 – Rehabilitation Methods – 3 credits MAT 529 – AT Practicum II – 3 credits Semester Total: 9 Credit Hours	Spring MAT 620 – Organization and Administration in AT – 2 credits MAT 628 – NATABOC Test Preparation Course – 2 credits MAT 629 – AT Practicum V – 3 credits Semester Total: 7 Credit Hours

COURSE DESCRIPTIONS

MAT 500: Advanced Emergency Techniques in Athletic Training: - 3 credits

The course is designed to prepare students for planning, executing, initial and post care following an emergency. Emergency prevention applications will also be covered in this course. Students will be eligible to take their Basic Life Support (BLS) Certification for Healthcare Providers.

MAT 501: Lower Extremity Evaluation: 3 credits

The course provides a review of the anatomy and biomechanics, clinical evaluation, pathologies, special tests, and on and off field management of specific injuries of the lower extremity.

MAT 502: Upper Extremity Evaluation: 3 credits.

This course provides a review of the anatomy and biomechanics, clinical evaluation, pathologies, special tests, and on and off field management of specific injuries of the trunk and upper extremity.

MAT 519: Athletic Training Practicum I: 3 credits.

1st semester of supervised clinical experiences in athletic training. Students will be required to spend a minimum of 200 hours and a maximum of 500, under the supervision of a certified athletic trainer or other healthcare provider.

MAT 510: General Medical Conditions in Athletic Training: 3 credits

The course will teach students aspects of non-orthopaedic pathologies as well as inter-professional practice with other students in other Health Care disciplines.

MAT 520: Topics in Sports Medicine: 2 credits.

The course focuses on topics in relation to Professional Development and Responsibility, Legal Concerns and Insurance issues, Fitness and Conditioning Techniques, and Nutrition and Supplements.

MAT 521: Research Methods and Evidence Based Practice in Athletic Training: 2 credits. The course covers the idea of evidence based practice (EBP), what it is and why it is important in health care professions. Clinical appraisal of EBP and application in real life scenarios are covered as well as research statistics and design.

MAT 529: Athletic Training Practicum II: 3 credits.

2nd semester of supervised clinical experiences in athletic training. Students will be required to spend a minimum of 200 hours, and a maximum of 500 hours, under the supervision of a certified athletic trainer or other healthcare provider.

MAT 539: Athletic Training Practicum III: 3 credits

3rd semester of supervised clinical experience in athletic training. This course is a minimum of 4 weeks and 200 hours. This course will not exceed 8 weeks or 500 hours. The course is an immersive clinical experience, where the student will participate in a practice intensive experience (full time) to experience the totality of care provided by athletic trainers (CAATE).

MAT 600: Therapeutic Modalities in Athletic Training: 3 credits

The course covers the principles and types of therapeutic modalities, evidence based practice in application, and the why and when for application using case scenarios.

MAT 601: Rehabilitation Methods in Athletic Training: 3 credits

The course includes instruction on foundational concepts in rehabilitation, rehabilitation of the spine and upper and lower extremities, and restoration of athletic performance.

MAT 619: Athletic Training Practicum IV: 3 credits.

4th semester of supervised clinical experiences in athletic training. Students will be required to spend a minimum of 200 hours, and a maximum of 500 hours, under the supervision of a certified athletic trainer or other healthcare provider.

MAT 620: Organization & Administration in Athletic Training: 2 credits.

Students will learn concepts regarding program management, facility design and planning, reimbursement services/insurance, legal and ethical considerations, and pre-participation physical examinations and drug testing.

MAT 628: NATABOC Test Preparation Course: 2 credits

This course is designed to review and simulate all competencies which have been covered in the preceding semesters to help prepare graduating students to prepare for the Board of Certification (BOC) exam. Topics covered in this course include: study techniques and test taking strategies, information about the exam format, knowledge assessment of the athletic training domains and skills and critical thinking assessment through simulation.

MAT 629: Athletic Training Practicum V: 3 credits.

5th semester of supervised clinical experiences in athletic training. Students will be required to spend a minimum of 200 hours, and a maximum of 500 hours, under the supervision of a certified athletic trainer or other healthcare provider. Students will be designated to their assignment by the Clinical Coordinator of Education.

COSTS FOR STUDENTS

- \$430 credit/hour
- \$55 per semester wellness fee
- \$2,000 student fee

Fees include the following:

- NATA membership
- Nebraska Athletic Training Association membership
- Mid-American Athletic Trainers' Association membership
- Drug Testing
- Background check
- ATCAS application fee
- TB and Flu Vaccination
- Equipment & Supplies

STUDENT EXPECTATIONS

Students are expected to come to all classes and clinical experiences prepared to make critical decisions. With this in mind, the student must make the appropriate time to demonstrate foundational knowledge within coursework and make time to practice important skill sets. Please understand that mistakes will be made while practicing and demonstrating even when coming to courses and practicums prepared, this is all a part of the learning experience and long time learning. Coming with the prepared knowledge and skill sets allows the student to fine tune their skills in simulations, case studies and even live scenarios in clinical practicums.

PROFESSIONALISM

Professionalism is expected of our MAT students and faculty/staff at all times. This is carried out in our classes and clinical experiences. Professionalism is defined in the NATA Code of Ethics and NATABOC Standards of Professional Practice.

Typical clinical expectations are safe, effective, ethical performance of athletic training tasks, problem solving, use of appropriate judgment, appropriate communication and interaction with others, and the ability to apply knowledge. Acts of dishonesty, failure to provide safe care, lack of professional accountability or maturity, and any acts that could be detrimental to one's self or others are considered unprofessional behavior. A student who demonstrates unprofessional behavior will be notified by the student's preceptor and/or an AT Program faculty or staff member at the time of the misconduct or discovery of the misconduct. Disciplinary action may be taken.

INTERCOLLEGIATE ATHLETICS

If a Midland University undergraduate student-athlete expresses interest in the Midland University Master of Athletic Training, a meeting with the athlete, coach and AT Program director is highly suggested. Due to the significant clinical component required in the MAT, time conflicts between sport demands and clinical requirements can place a student-athlete in a stressful situation and/or academic trouble. The MAT faculty and staff are committed to encouraging students and assisting them in taking advantage of the rich co-curricular opportunities available on our campus. However, the faculty is responsible for ensuring the Midland University student-athlete receives their undergraduate and graduate degree on time, fulfills all requirements for the MAT Program, and gains sufficient quality clinical experience to develop into a skilled health care professional. The following guidelines are designed to help accomplish these purposes.

Guidelines

1. The intention on the part of the student to participate in intercollegiate athletics shall not factor into the admissions decision for the Master of Athletic Training program.
2. Students admitted to the MAT 3+2 Program may participate in intercollegiate athletics in their first year (senior undergraduate year) of the program.
3. Athletic Training student shall limit his/her participation to ONE intercollegiate team.
4. Athletic Training student who are members of an intercollegiate team must coordinate his/her schedule with his/her coach and the Athletic Training clinical coordinator and/or program director.
5. Students must submit a signed copy of the Athletic Training Student Sport Participation Contract (see appendices)
6. Athletic Training student who participates in intercollegiate athletics must, like all students, fulfill all the didactic and clinical program requirements before graduation. All such students are strongly encouraged to consult the program director early in their program since effective planning is crucial to on-time graduation.
7. A copy of these guidelines will be sent to the student's head coach and academic advisor.

Students with questions regarding this policy are encouraged to speak with the Athletic Training Clinical Education Coordinator and/or Program Director for clarification of his/her concerns.

TECHNICAL STANDARDS HISTORY AND RATIONALE

The landmark Americans with Disabilities Act of 1990, P.L. 101-336 (“ADA or “the Act”), enacted on July 26, 1990, provides comprehensive civil rights protections to qualified individuals with disabilities. The ADA was modeled after Section 504 of the Rehabilitation Act of 1973, which marked the beginning of equal opportunity for persons with disabilities. As amended, Section 504 “prohibits all programs or activities receiving federal financial assistance from discrimination against individuals with disabilities who are ‘otherwise qualified’ to participate in those programs.” With respect to post-secondary educational services, and “otherwise qualified” individual is a person with a disability “who meets the academic and technical standards requisite to admission or participation in the recipient’s education program or activity.” Under the Americans with Disabilities Act, Title II and Title III are applicable to students with disabilities and their request for accommodations. Title II covers state colleges and universities. Title III pertains to private educational institutions; it prohibits discrimination based on disability in places of “public accommodations,” including undergraduate and postgraduate schools.

Given the intent of Section 504 and the ADA, the development of standards of practice for a profession, and the establishment of essential requirements to the student’s program of study, or directly related to licensing requirements, is allowable under these laws. In Section 504 regulations, which require individuals to meet the “academic and technical standards for admission,” the Supreme Court has stated that physical qualification could lawfully be considered “technical standard(s) for admission.”

Institutions may not, however, exclude an “otherwise qualified” applicant or student merely because of a disability, if the institution can reasonably modify its program or facilities to accommodate the applicant or student with a disability. However, an institution need not provide accommodations or modify its program of study or facilities such that (a) would “fundamentally alter” and/or (b) place an “undue burden on” the educational program or academic requirements and technical standards which are essential to the program of study.

TECHNICAL STANDARDS FOR ADMISSION

The Master of Athletic Training at Midland University is a rewarding yet challenging program that places specific requirements and demands on the students enrolled in the program. The technical standards set forth by the MAT Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]). The following abilities and expectations must be met by all students admitted to the MAT Program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program. Compliance with the program’s technical standards does not guarantee a student’s eligibility for admission into the MAT Program or for the BOC certification exam. The Technical Standards form that will be signed by students can be found in the appendices section of this handbook.

DURING MAT PROGRAM

Students will receive the following in their MAT 500 Advanced Emergency Techniques course* before beginning their first practicum course:

Professional Rescuer and First Aid Certification

HIPAA Training

Bloodborne Pathogen Training (BBP)

Students must successfully complete MAT courses with an overall GPA of 2.75 with no grades of D or F. A student may earn a C- in no more than two MAT courses. For each grade of C earned a student must offset with a grade of A in another MAT course.

ACADEMIC PROGRESSION THROUGH THE 3+2 PROGRAM

The 3+2 is unique as it allows undergraduate students an opportunity to transition from an undergraduate major into the MAT program with completion of their undergraduate program and graduate program in a total of 5 years. Each prospective student must follow the pre-requisite requirements for admission into the program or be said registered for any remaining pre-requisite courses by the Fall semester of their senior year. All undergraduate requirements must be met by the Fall of their senior year and they will transition into a full time graduate student by the following Spring. All MAT curriculum must be followed in a specific sequence as mapped out in the course curriculum and course catalog. Students must maintain an undergraduate GPA of 2.75 or higher while enrolled in the undergraduate program and a MAT program GPA of 2.75 or higher with no grades of D or F. A student may earn a C in no more than two courses. For each grade of C earned a student must offset with a grade of A in another course.

ACADEMIC PROGRESSION THROUGH THE TRADITIONAL MASTER OF ATHLETIC TRAINING

If any pre-requisite courses have not been met the student may receive conditional acceptance into the Master of Athletic Training Program. The condition that exists is the student will be required to enroll in the remaining pre-requisite course(s) in their first semester of the MAT program and must achieve a grade of C or better for continued enrollment into the MAT program.

All MAT curriculum must be followed in a specific sequence as mapped out in the course curriculum and course catalog. Students must maintain a MAT program GPA of 2.75 or higher with no grades of D or F. A student may earn a C in no more than two courses. For each grade of C earned a student must offset with a grade of A in another course.

REQUIREMENTS FOR COMPLETION OF DEGREE

In order to graduate from Midland University with a Master of Athletic Training, students will need to complete the 41 graduate credit hours of coursework within the MAT Program, including 15 semester hours of clinical practicum. Students will complete clinical practicum rotations that satisfy the CAATE requirements for clinical placements. Students must maintain a GPA of 2.75 or higher throughout the program, and cannot receive more than two C's. If a student receives a C they must offset it with a grade of A in another course.

CLINICAL EXPERIENCES IN ATHLETIC TRAINING

Clinical experience is a vital portion of the MAT Program. Students must gain clinical education experiences that address the continuum of care that would prepare a student to function in a variety of settings with patients engaged in a range of activities with conditions described in athletic training knowledge, skills and clinical abilities, role delineation study and standards of practice delineated for a certified athletic trainer in the profession (CAATE standard #50). To ensure a meaningful educational experience and to remain in good standing with the CAATE, strict clinical education requirements and guidelines are upheld by the program. Clinical experiences are utilized by the program to provide students with “real-world” opportunities to integrate cognitive, psychomotor skills/clinical proficiency, and core athletic training values. Clinical experiences are also the time for students to utilize the knowledge gained from class, demonstrate learning over time, and practice professional behaviors. Students are NOT allowed to use clinical skills on patients that in which they have not received instruction either in class or by their current preceptor.

Clinical experiences are required to meet the objectives of the athletic training courses. Clinical experiences are arranged for the student to practice athletic training skills in a real world setting. Clinical facilities have agreed to allow students the opportunity to apply skills and knowledge and expect students to conduct themselves in a professional manner. It is the student’s responsibility to arrive on time and be present for the entire clinical experience. If the student is anticipating arriving late or being absent from the clinical experience, the student must notify the site preceptor. Except in the case of an extreme emergency, lack of proper notification will result in an unexcused absence and possible failure of the clinical experience and course. Being late or absent from clinical more than once in a semester may involve any or all of the following:

- Discussion of the incident with the preceptor and/or Clinical Education Coordinator/Program Director
- Formal reprimand in students file
- Removal from that particular clinical site

A pattern of tardiness to the clinical area is an unprofessional behavior and may result in failing the clinical component of the course and thus the course.

Clinical expectations are as follows for all clinical sites:

- Always be professionally dressed and on time for clinical experiences
- Have a courteous approach that reflects respect of self, patients, colleagues, visitors, and the profession of athletic training
- Demonstrate safety in clinical performance. Recognize own limitations and seek help accordingly
- Assist in controlling the environment to protect the patient, members of the health care team, and others from real and/or potential hazards

Midland University MAT Program Clinical Sequence

Level	Summer	Fall	Spring
First Year	No requirement	Practicum I	Practicum II
Second Year	Practicum III Clinical Immersive Experience*	Practicum IV	Practicum V

* The clinical immersive experience is a full time period during the Summer semester of the students second year within the program. This is a practice intensive experience that allows the student to experience the totality of care provided

by athletic trainers. Students must participate in the full-time, day-to-day role of an athletic trainer for a continuous period of a minimum of 4 weeks and a minimum of 200 contact hours.

Students are required to complete five semester clinical practicum experiences. Generally, students will complete five semesters. Clinical assignments are completed during the both fall and spring semesters as well as during the summer between your first and second year. A student must complete a minimum of one semester in the following categories:

- Individual and team sport
- Sports requiring protective equipment (e.g., helmet and shoulder pads);
- Patients of different sexes
- Non-sport patient populations*
- A variety of conditions other than orthopedics (e.g., primary care, internal medicine, dermatology)

CLASS AND CLINICAL EXPERIENCE ATTENDANCE

Clinical experiences in the MAT Program are a required component of the MATS's education and will be a scheduling priority. To assist the student and his/her assigned preceptor with the completion of the tentative clinical experience schedule, the following academic priorities (in order) have been established by the MAT Program.

1. The student's first academic responsibility is to attend all courses the student enrolls in each semester. Students are required to attend all class sessions for all MAT Program courses that will instruct and assess initial Athletic Training Clinical Proficiencies. Students may not voluntarily miss or be required to miss these class sessions in order to attend a clinical experience or for the student's job. Excused absences for these class sessions may only be granted by the instructor for the specific course.
2. The student's second academic responsibility is to attend all scheduled clinical experiences (see "Recording of Clinical Experience Hours" policy). A clinical experience may not supersede a class session unless the instructor for the specific course has given the student an excused absence for the class session. The clinical experience preceptor may not grant an excused absence for any course. Except for personal illness and emergencies with immediate family members, the preceptor will determine if an absence is excused or not for all assigned students.
3. The student's final responsibility is to all other activities outside the student's class sessions and clinical experiences (e.g., jobs, student organizations, social activities, etc.). Any student who fails to follow the proper procedures for requesting excused absences from a specific course and/or from a clinical experience may be subject to AT Program, course, and/or clinical experience disciplinary actions.

DIRECT SUPERVISION OF STUDENTS

NOTE: The terms “direct supervision” and “supervision” are synonymous for all MAT Program policies and procedures.

During all required clinical experiences, all students must be directly supervised by their assigned preceptor and/or clinical supervisor. Direct supervision is defined as follows: “Students must be directly supervised by a preceptor during the delivery of athletic training services. The preceptor must be physically present and have the ability to intervene on behalf of the athletic training student and the patient.” Another MAT Program affiliated preceptor may directly supervise the student at various times during the clinical assignment; however, the student’s assigned preceptor must provide the majority of the student’s supervision throughout the clinical assignment. The student’s assigned preceptor will also be ultimately responsible for all of the student’s evaluations and actions.

Prior to beginning a clinical experience and during a clinical experience, the preceptor will be advised as to which competencies/skills his or her assigned student(s) has demonstrated initial competency with performing. Although a student may have demonstrated initial competency with a clinical proficiency/skill, it does not mean that the student has demonstrated final mastery of the proficiency. The preceptor is encouraged to perform follow-up assessments of the student’s clinical skills as the instructor feels it is necessary (e.g., the preceptor may require the student to tape his or her ankle before allowing the student to tape an athlete’s ankle). Based on this assessment and ongoing evaluations of the student, the preceptor may determine the level of direct supervision he or she must provide while the student is providing patient care. It must be understood, however, that the preceptor is still required to supervise the student as explained in this policy.

STUDENT ASSESSMENT AND APPLICATION OF COMPETENCIES AND CLINICAL INTEGRATION PROFICIENCIES

As identified in the Athletic Training Education Competencies (5th ed.), AT Programs must provide students with a comprehensive background in basic and applied science for the development of discipline specific knowledge and skills (competencies). The competencies are organized into the following eight content areas:

- Evidence-Based Practice (EBP)
- Prevention and Health Promotion (PHP)
- Clinical Examination and Diagnosis (CE)
- Acute Care of Injuries and Illnesses (AC)
- Therapeutic Interventions (TI)
- Psychosocial Strategies and Referral (PS)
- Healthcare Administration (HA)
- Professional Development and Responsibility (PD)

Clinical Integration Proficiencies (CIPs) are defined as “the synthesis and integration of knowledge, skills, and clinical decision-making into actual client/patient care” (NATA, 2011, p. 32).

The 2012 CAATE Standards allow for a student to be taught a skill by their preceptor that has not been previously taught in a formal didactic course. For example, if a preceptor can teach a student a specific skill and then if the student demonstrates proper understanding and proficiency; they may perform that skill under the supervision of their preceptor.

Formal assessment of the CIPs will be completed during the second year of the AT Program as a requirement of NATABOC PREP COURSE. Portions of the CIPs may be evaluated any time after the student has been formally taught and assessed on specific knowledge and skills. However, students will not have been taught and assessed all of the knowledge and skills which comprise the CIPs until the fall of the second year. Furthermore, assessment of the CIPs during the second year will allow the students to have adequate experiences to progress toward mastery of the CIPs. Ideally, CIPs are performed in the real world setting on actual patients and assessed by the student’s preceptor. If this is not possible, then it is feasible to assess proficiency using scenarios or simulated patients. These scenarios/simulations can be

performed by the preceptor at the clinical site or will be performed by AT Program faculty during a practicum class meeting.

REQUIRED CLINICAL EXPERIENCES AND EVALUATIONS FOR MAT STUDENTS

Once formally admitted into the MAT Program, all MATS must complete clinical experiences under the direct supervision of program preceptors. The majority of the experience will come under the supervision of a certified athletic trainer, however, each student will also be given the opportunity to learn from a variety of sports medicine related allied health and medical professionals.

CAATE standards require students to complete experiences which expose students to a variety of populations. Required clinical experiences for MAT students will occur when classes are in session during the Fall and Spring semesters. First year students will be required to complete August two-a-day pre-season practice sessions (this includes all events during the entire pre-season session). Apart from the pre-season requirement, students will not be required to complete clinical experience hours when school is not in session (breaks, weather cancellations). The student can voluntarily complete clinical hours at times when school is not in session. Communication of this request must be done with the site preceptor and clinical education coordinator.

Evaluations of clinical performance will be completed via ATrack for each student by the student's preceptor. Students will be formally evaluated twice during their semester long assignment. A mid-term evaluation and a final evaluation will be completed by the student's assigned preceptor. The evaluation form primarily evaluates the universal/professional traits of the student. The evaluations are to be discussed between the preceptor and the student. After the discussion, both the preceptor and the student are to sign the clinical evaluation review document.

The evaluation of CIPs will be performed using the evaluation system on ATrack. Ideally, the clinical proficiencies should be evaluated by the preceptor based upon real-world experiences of the student throughout the semester. If real-world experiences which fully address the CIPs did not occur, then the student and preceptor can role play scenarios related to the clinical proficiencies. Any CIPs not evaluated by a preceptor in a real world setting or role playing session will be evaluated by the Clinical Education Coordinator or other AT Program faculty member as part of a practicum lab session.

To assist with the scheduling and determination of clinical experience hours, each student must complete a course and clinical experience schedule (see form in student form section) with their assigned preceptor. This schedule should be used to determine the student's tentative weekly clinical experience hours. (It is understood by the MAT Program that this schedule will be tentative as clinical experience events cannot be strictly controlled). If a student or preceptor questions the completion of scheduled clinical experience hours, the MAT Program will use this schedule when reviewing the situation. Therefore, it is strongly recommended that the student and preceptor keep a copy of this schedule during the clinical assignment. Included in this schedule will be the opportunity for the student to request known days off from the clinical experience. The student is excused from clinical experiences for personal illness and for family emergencies (immediate family only). For other excused absences, the student must seek the permission of his/her assigned preceptor (the AT Program encourages the assigned preceptor to give consideration to appropriate requests for these excused absences).

STUDENT CLINICAL EXPERIENCE HOURS

CAATE standards require the MAT Program to carefully monitor and document student clinical experience hours. Once clinical assignments are made by the Clinical Education Coordinator (in conjunction with the Program Director and site coordinators), students are expected to contact their preceptor to develop an appropriate clinical schedule (see form in student form section). The student and preceptor are to follow the "Required Clinical Experience for MAT Students" policy when developing this schedule. Students and their preceptor are to develop a weekly schedule consistent with the hour range provided for the MAT Program.

Students will be required to complete a minimum of 200 clinical hours in each clinical practicum course and a maximum of 500 hours. Students will be required to be at their clinical sites at least 75% of the semester (12 out of 16 weeks). If a student is going to miss more than 1 calendar week of time at their clinical site in succession, the absences must be approved by the Program Director and Clinical Education Coordinator.

ENFORCEMENT OF CLINICAL EXPERIENCE HOURS

Documentation of clinical hours will be submitted by the student via ATrack. Students are required to log clinical hours within 7 days. Hours will not be able to be submitted after the 7 day mark; therefore, any hours not logged within the allotted time will not count towards the hour requirement. The student will record clinical experience hours to the closest quarter hour (e.g., 18.25 hours). The student's assigned preceptor is to verify and approve the clinical experience hours in ATrack indicating that the student's recorded hours are accurate.

Hours submitted on ATrack will periodically be reviewed by the AT Program faculty or staff for completeness and for compliance with program policies. Failure to correctly record clinical experience hours may result in AT Program disciplinary action. If the hour log is not in compliance with MAT Program policies, the following enforcement procedures will be initiated for that specific clinical experience.

Students who are in violation of the hour policy will be sent an e-mail by the Clinical Education Coordinator. The Program Director and the student's preceptor will receive a carbon copy of the e-mail. The student will explain the reasoning for violating the hour policy either via e-mail, phone, or person. The student will be recommended to meet with his/her preceptor to review the weekly schedule and make adjustments if necessary. If the student exceeded the hour policy due to unanticipated factors, then no action will need to be taken. Students who violate the hour policy a second time will need to meet in person with the Clinical Coordinator. The Clinical Coordinator will also communicate the violation with the Program Director and the student's preceptor. Recommendations will be made based upon the reasoning for the violation. Students who repeatedly violate the hour policy will be susceptible to AT Program disciplinary action which may include a schedule developed by the Clinical Education Coordinator and/or removal from the clinical experience.

BLATANT VIOLATIONS OF THE CLINICAL EXPERIENCE HOUR POLICY

If it is determined at any time that the student and/or preceptor blatantly violated the clinical experience hour policy, the MAT Program Director can initiate immediate disciplinary actions.

In addition to the procedures for student submission of clinical experience hours, clinical experience hours will also be enforced by random visits to all clinical sites at least one time per semester for all sites in which a student is assigned to a preceptor. Some interprofessional sites may be visited only once per year due to the frequency in which students attend the site. These random site visits will be conducted by the AT Program Clinical Education Coordinator, Program Director, or other designated AT Program faculty or staff. An evaluation of the preceptor and the clinical site will be completed by the MAT Program faculty member for each site visit.

The student is primarily responsible for the correct documentation of clinical experience hours. Failure to follow these guidelines can adversely affect the student's grade in his/her practicum courses. In addition, hour documentation is a course requirement and is therefore subject to Midland University and MAT Program academic honesty policies. Any student found falsifying the information on these documents may be subject to Midland University and/or MAT Program disciplinary action. If it is determined that the preceptor is requiring the student to falsify the clinical hour form the Program Director will take appropriate disciplinary actions against the preceptor.

COMPLETION OF ASSIGNED CLINICAL EXPERIENCE

Participation in MAT Program clinical experiences has a number of specific criteria (additional details contained in the document and/or in course syllabus), which must be met to successfully complete the course and program. The largest portion of this component involves becoming proficient in the Athletic Training Educational Competencies 5th edition. It is the intention that the learning experience provided will allow the student to move from simple skill acquisition to clinical proficiency over the course of the program. Furthermore, the goal of such experiences is to contribute to the broadening of each student's background and, in the process, better prepare him/her to become a successful Certified Athletic Trainer.

The athletic training program is primarily concerned about the quality of the student's clinical experience, not the length of time that a student spends at a clinical experience. However, it is also recognized by the program that a minimum amount of time must be spent with a clinical experience to satisfy the learning objectives of the experience. Therefore, each of the following requirements must be satisfied for a student to be considered eligible for completing a required clinical experience.

- The student must receive permission to be excused from the clinical experience for a time period greater than one week by the program director. The student must have an appropriate and documented reason for the clinical experience absence. Such reasons can include, but are not limited to, personal illness, family emergency, and preceptor excused absences. The program director and/or the site clinical coordinator will communicate with the preceptor whether or not permission to miss the clinical experience has been granted or not.
- The student must complete at least 75% of his/her assigned time with the clinical experience. Typically, clinical experiences are scheduled for an entire academic semester so this assessment will be based on the number of weeks that the student completes. For example, the fall semester is a 16-week semester; therefore, a student will be eligible for completion of the clinical experience when he/she completes 12 weeks of the 16-week clinical experience. For those rotations that are less than a full semester in length, the student must complete at least 75% of their assigned clinical rotations for the semester. It must be noted that a completed week of a clinical experience is based on the student's clinical experience schedule, which is approved by the student's assigned preceptor. Therefore, the student's assigned preceptor shall determine if the student has or has not completed a week of a clinical experience.
- For the semester long assignments, the preceptor must be able to honestly and confidently complete a mid-semester and end-of-semester clinical experience evaluations. If one or more of the previous conditions are not satisfied, the student will not be considered eligible for completing a required clinical experience. The student may then be assigned an "Incomplete (I)" or other grade for his/her respective Clinical Practicum course for the semester. This grade will be determined by the Clinical Education Coordinator. The Clinical Education Coordinator, the clinical experience preceptor, the Program Director and the student will determine the appropriate plan for completion of the clinical experience and respective Clinical Practicum course.

CLINICAL PROBATION/DISMISSAL FROM A CLINICAL SITE OR PROGRAM

The supervising preceptor has the authority to immediately remove any student that acts unprofessional or inappropriately during a clinical experience. The preceptor will complete a disciplinary report and contact the clinical education coordinator and/or program director to report the incident. Together the preceptor and clinical coordinator and/or program director will determine the appropriate action. If the preceptor indicates that the student is not welcome back at that clinical site the student will be placed at another clinical site pending there is a spot available and the preceptor of that experience is willing to take the student. If the student cannot be placed in another clinical rotation the student will fail that clinical rotation.

CLINICAL PROBATION

Written Warning

1st clinical experience disciplinary report, OR ...

Midterm clinical experience evaluation below 3.0/5.0

Semester Program Probation

2nd clinical disciplinary report, OR

1ST end-of-semester clinical experience evaluation below 3.0/5.0, OR

2nd Midterm clinical experience evaluation below 3.0/5.0

Program Dismissal

3rd clinical disciplinary report, OR ...

2ND end-of-semester clinical experience evaluation below 3.0/5.0

NOTE: Any preceptor that wishes to document a clinical reprimand must document this via the disciplinary report form and submit it to the AT Program. This disciplinary report will be loaded into ATrack for the preceptors to be able to access. The clinical coordinator and/or program director will meet with the preceptor to determine the appropriate action (written warning, probation, dismissal). Severity of offense will be considered on a case-by-case basis.

Failed Clinical Assignment Procedure/Appeals Process

What constitutes a failed clinical assignment?

A failed clinical assignment occurs when the athletic training student does not complete the clinical assignment, or is removed from a clinical assignment due to unprofessional behavior or the preceptor indicates the student did not perform at a sufficient level to safely progress. Final decision on failed assignment will be made in consultation with student, preceptor, clinical education coordinator, AT Program faculty, and program director.

***All students must have at least a mid-term and final evaluation on file in the MAT department office that has been signed and dated the day of the review by both the preceptor and the student to justify a failed clinical assignment. If a student has a failing or borderline failing mid-term, a meeting with the program director or designee, clinical education coordinator, preceptor, and student will be arranged shortly after the completion of the evaluation. The purpose of this meeting is to discuss any critical incidences (formal reprimand notice or other issues that might not have warranted an official reprimand) that have occurred, inform the student of what will be expected from them during the remainder of their assignment in order to pass, and the appeals/failed clinical assignment procedure. Any critical incidences should be in written form, signed and dated on day of review by all parties, and kept in the student's file in the MAT Program Director's Office.

Failing a clinical assignment will cause the MATS to be removed from the program.

STUDENT TRAVEL TO A CLINICAL EXPERIENCE SITE

Students will be given the opportunity to gain clinical experience at a variety of locations. In some cases the clinical setting will be off-campus. In these cases, students will be responsible for traveling to and from their primary clinical site. If the student's clinical experience will relocate to a different area in the city of Fremont or at the outlying high school clinical sites), the student will be responsible for his/her travel to and from the clinical experience for that specific event.

*Students will be responsible for any tickets, accidents, etc. they may incur while driving to these sites. Therefore, students are highly encouraged to have insurance and to drive responsibly. Students should not allow another student to drive their vehicle or drive another student's or preceptor's vehicle during these experiences. If the student is traveling to a sanctioned event as a part of their clinical experience the student's clinical site will be responsible for travel to and from the event. For example, if a Midland University intercollegiate athletic team is traveling to an away event at another university in the conference, the athletic team will be responsible for student travel to and from the event. In addition, the clinical site the student is assigned to will also be responsible for providing lodging and food for the student. Students may not use personal vehicles for transportation to these stated events.

STUDENT TRAVEL TO A CLINICAL EXPERIENCE SITE IN ADVERSE WEATHER POLICY

In the event of inclement weather or hazardous road conditions, each individual student must determine if they feel they can safely travel to the clinical site. If a student determines it is unsafe, they need to inform his/her preceptor in as much of advance as possible. Students should not abuse this policy or tempt faith. In a nutshell, if the student feels they can safely arrive and return, then they should. If the student is unsure of their safety then they should not drive. The student should ride with a safe driver or call the preceptor and inform him/her of the planned absence. It is the student's responsibility to reschedule the missed experience if possible. If the clinical site is closed due to bad weather, the student is not required to attend the clinical experience.

STUDENT TRANSPORTATION OF INJURED/ILL PATIENTS

Under no circumstance should a student transport an injured/ill patient in any vehicle for off-site emergency care, physician appointments, or any other reason. Clinical instructors should not ask or expect students to provide such services in their own or the institution's vehicle. The issues involved with such actions expose the student, clinical instructor, and institution to potential liability. Assisting an injured/ill patient to the facility's on-site athletic training room is exempted from this policy. Just as it is the clinical instructor's responsibility to avoid placing students in such situations it is also the student's responsibility to inform the MAT Program administration of any instance in which the student feels they were placed in a compromising situation.

FORMAL STUDENT REPRIMAND POLICY

ATS are expected to adhere to all AT Program clinical experience policies noted in the Policy and Procedure Manual, clinical site policies, and practicum course syllabus policies while acquiring clinical experiences. Preceptors and MAT Department faculty/staff who suspect a student violating a clinical education, site, or practicum course policy should address the issue with the student. If it is determined to be a policy violation, then the preceptor or faculty/staff member is to complete the Disciplinary Report within three (3) days of becoming aware of the violation. The Disciplinary Report will be reviewed by the Clinical Education Coordinator, Program Director, and practicum instructor. Repeat violations or violations considered detrimental to program accreditation will result in a face-to-face meeting with the Program Director and Clinical Education Coordinator and may result in the student being removed from clinical experiences. Students may appeal the Disciplinary Report and must do so by submitting an e-mail to the Clinical Education Coordinator and Program Director of the intent to appeal. Once an appeal is requested, a meeting will be arranged with the student and the appropriate personnel to discuss the appeal. Results of the appeal meeting will be final.

GENERAL GUIDELINES

APPEAL PROCESS

Any MATS in the MAT PROGRAM has the right to appeal or petition any decision made by the MAT PROGRAM faculty and staff.

The appropriate appeal process is as follows:

- The student must submit a written appeal to MAT Program Director.
- The student may then appeal to the Vice President of Academic Affairs.

*At each level the appeal must be made within one week of receiving notification of the decision.

STUDENT EMPLOYMENT

The MAT curriculum is rigorous and time consuming. The time commitment is very challenging with the academic load and the time spent with the clinical assignments. Students will find it necessary to study outside regularly scheduled classes to maintain a satisfactory grade average. Student must make their MAT education a priority above work. Those who find it necessary to work should not work a long or stressful shift immediately preceding a scheduled practicum assignment. A student who is deemed unsafe or unable to provide quality of care by the instructor will be sent home from the clinical experience. If the student is tired, the level of alertness is decreased, enhancing the chances of clinical error and decreasing the quality of work done by the MATS.

The MATS seeking outside employment is not to work as an athletic training/athletic training student or wear the athletic training student uniform or in any way represent him or herself as an athletic training student from Midland University. The athletic training student is not to perform any task on the basis of being an athletic training student at MU while employed outside of the MAT Program experiences.

PERSONAL APPEARANCE POLICY

DRESSING LIKE A PROFESSIONAL

The MU MAT Program strives to create a professional image that is consistent with the public's expectation of an allied health professional. Professional appearance includes grooming, hygiene and dress. Individual dress should reflect a professional appearance at all times in order foster a professional atmosphere. In order to be a professional, it is important to dress and behave like one. This program requires its students to do the same. Students are required to have approved MU MAT shirts for use at their clinical sites. Specific information on shirts and ordering will be provided through the MAT department early in the school year. Each clinical site may have specific policies which will be covered during the specific clinical site orientation. Following are the standards for all clinical sites:

- No denim/jeans.
- Skirts and dresses that are at least knee length – skirts and dresses are not recommended due to the nature of athletic trainer responsibilities.
- No see through or revealing shorts or shirts. Shirts should not be low cut. Shorts must be of appropriate length.
- No athletic shorts or t-shirts may be worn at clinical sites. Appropriately logoed "UnderArmor" style shirts may be worn.
- No designer T-shirts or sweatshirts (i.e. Old Navy or derogatory slogans/beer ads, etc.).
- No hats inside the building.

- Name tags are required at all sites and should be worn so that student's name is visibly recognized. Name tags must be clipped to the shirt collar or hanging from an MAT Program approved lanyard.
- No use of tobacco products while at your rotations/assignments. Do NOT smell like smoke.
- Any unusual body piercing is prohibited (Each clinical assignment will provide their specific criteria for what is "unusual").
- Good general hygiene.
- Footwear must be in good repair, clean, comfortable, and appropriate. Flip-flops, crocs, clogs, slippers, sandals, open toed shoes, and hiking/construction boots may not be worn. Socks must always be worn.
- Appropriate clothing for all weather conditions.

*Any student, who is inappropriately dressed, in the opinion of the preceptor, will be sent home for the day. It is the MATS responsibility to supplement opportunities lost due to these actions.

PROFESSIONAL ORGANIZATION MEMBERSHIP

All MATS are required to become a member of Nebraska State Athletic Trainers' Association (NSATA), Mid-American Athletic Trainers' Association (MAATA, District 5) and the National Athletic Trainers' Association (NATA) by the end of the first week of the first summer course. These professional organizations provide the student with valuable information, contacts, and opportunities. Students are also urged to attend as many professional and educational meetings as possible. It is a great way to meet people and network, as well as learn from a variety of different professionals.

SCHOLARSHIPS

Midland University does not offer any type of scholarships that apply directly to the Master of Athletic Training Program.

There are numerous opportunities for MATS to obtain scholarships and other monies to assist with educational cost. Scholarships are offered through the NATA, MAATA, NSATA, and several other Athletic Training organizations. Staff and faculty Certified Athletic Trainers will assist students in any way they can to secure these funds.

PROFESSIONAL RELATIONSHIP OF MATS AND PATIENT

As a Master of Athletic Training student, you should always maintain a professional working relationship with all patients. While some patients may be your peers, an appropriate working relationship must be maintained at all times. Fraternizing with patients is highly discouraged! If it affects your performance as an MATS, you will be subject to dismissal.

MEDIA

In the effort to get the latest news concerning athletes or other patients, members of the media may approach you for information regarding the individual's status and/or injury. Under NO circumstances are you to discuss these matters with anyone other than MU medical personnel. Such information is highly confidential and protected by the Federal Right to Privacy Act and HIPPA. Refer any such questions to staff Certified Athletic Trainers, head coaches, or sports information directors. Any MATS that discusses this information outside of the appropriate personnel may be subject to program dismissal.

PHYSICIANS AND OTHER HEALTH CARE PROFESSIONALS

You are here to learn from the health care professionals. Never question or criticize these individuals in front of a patient, coach parent, or administrator. Always choose the appropriate time to ask for explanations of certain treatments and evaluations. If you have a concern about a particular health care professional, take your concern directly to the individual or the MU clinical education coordinator and/or program director.

COACHES

Our purpose as Athletic Trainers is the health and safety of the athletes. The coach's purpose is to produce a successful program. Do not confuse the two. Many coaches are sensitive about questions regarding their game and practice procedures. Remember your place and your purpose for being at practice or a game. If a coach questions your procedures, do not argue with the coach or raise your voice, but continue to do the job and take appropriate care of the athlete. Afterwards you should consult a staff Certified Athletic Trainer regarding the incident. Please understand that athletics is a highly stressed environment, and the coach's job can depend upon him/her winning games. As Athletic Trainers in this type of environment, one must be able to take criticism and be able to adapt to a highly erratic schedule. BE FLEXIBLE. You must learn to have big shoulders and not take overly critical comments to heart.

OTHER ATHLETIC TRAINERS

We are all in this together. Not everyone has to be best friends, but we must all maintain a good working relationship with all co-workers. We will be spending a lot of time together so it is important that we get along. The atmosphere that we project is essential to our success. We must stick together. Some things to remember:

- Do not criticize a fellow athletic training student or ATC in front of a patient, coach, parent, physician, another Athletic Trainer.
- Any criticism you feel needs to be addressed, do it in private and in a constructive manner.
- Do not become a gossip and complainer. Handle all situations in a mature manner.
- Do not allow inappropriate behavior by other Athletic Trainers to continue without making a staff member aware. Don't let actions of others reflect negatively on your program.
- Do not confine yourself to the skills that you feel safe doing. Take advantage of the learning opportunities you are provided during class and at your clinical experiences to practice and become a better clinician.
- Earn respect by developing a hard work ethic. Everyone will not be able to do all tasks, but one must progress to certain levels of competence. Even though some of your tasks as an ATS are not glamorous, the success of the entire program depends on EVERYONE.

PERSONAL AND SOCIAL CONDUCT

It is a privilege to be a member of the MAT Program and its affiliated sites, not a right. MATS must conduct themselves in an exemplary manner at all times. Any misconduct may result in an indefinite probation period or dismissal determined by the Athletic Training Program faculty and staff.

SOCIAL MEDIA POLICY

Midland University students have the right to participate in social media outlets in an environment free from slander, discrimination, indecency, or intimidation.

Students are permitted to have profiles on social networking websites but are expected to use appropriate pictures, language and tone in postings. Also, information placed on the website(s) should not violate the ethics or intent behind the Midland Student Expectations and other applicable state, federal and local laws.

USE OF ALCOHOL

Permitted only during non-working hours when its use will not interfere with job performance. MATS are not allowed to partake of alcohol on a road trip or any other time they are representing the program and/or university. Students will be held accountable for their actions when they use alcohol. Athletic training students are required to abide by state age limits. Students are expected to conduct themselves in a manner that reflects well on themselves and Midland University. Students are NOT allowed to wear any clothing or item that identifies them as a member of the athletic training major when buying or consuming alcohol.

PROFESSIONAL RESCUER CPR AND AED

All students in the AT Program are required to have Healthcare Provider CPR and AED certification. Although some certifications are valid for two years, the AT Program requires recertification to be performed on a yearly basis. Certification must be current while performing all clinical experiences. Healthcare Provider CPR will be initially taught as part of MAT 500 class. The AT Program will offer a recertification course the following spring semester. This will be a onetime course strictly for recertification purposes. The date of this course will be announced during the Spring semester and likely will be on Study Day. Students that are unable to make this recertification course must make their own arrangements to get recertified before they start their fall clinical experience. CPR courses must include all of the following: adult, child, and infant CPR, rescue breathing, and unconscious obstructed airway; two-person CPR; conscious airway obstruction; AED; bag valve mask; barrier devices; oxygen administration; and intraoral/intranasal airways. Students will need to submit copy of their certification card to the MAT office.

DRUG TESTING

All students in the major will need to have a drug test (completed through CastleBranch) completed prior to formal admission into the AT Program. While this is typically a onetime requirement, some clinical sites might require a current drug test before allowing a student to start a clinical experience. The program retains the right to request a current drug test at any point during a student's progression through the program. Cost for the one time drug test is included in your student fees. All other drug screens costs beyond the initial cost will be determined on a case-by-case basis.

CRIMINAL BACKGROUND CHECK

A criminal background check is required prior to formal admission into the MAT Program. This is typically a onetime process and is to be completed during the first year in the program. The criminal background check will be completed through CastleBranch and the expense is covered by your student fees. Some clinical sites might require a current background before allowing a student to start a clinical experience. The program retains the right to request a current background at any point during a student's progression through the program. All additional background check expenses will be determined on a case-by-case basis.

ACADEMIC INTEGRITY

Midland University students have the right to an atmosphere in which principles are paramount. Academic honesty is the foundation of a learning community. Midland University seeks to provide a learning environment that enhances academic excellence and integrity. The following policy has been adopted to deter acts, which are counterproductive to the attainment of this goal. Students are expected to conduct themselves in conformance with the highest of standards in regard to academic honesty. Breaches of this expectation include infractions such as cheating, plagiarism, collusion and fabrication/falsification of records. Students violating such standards will be disciplined under the following guidelines.

Students are expected to conduct themselves in conformance with the highest of standards in regard to academic honesty. Breaches of this expectation include infractions such as: cheating, plagiarism, collusion, and fabrication/falsification of records. Students violating such standards will be disciplined in accordance with the University Academic Integrity Policy.

Students have a responsibility to avoid acts of academic dishonesty. They also have an obligation to report known or observed acts of academic dishonesty to the instructor and/or Academic Affairs. If such acts occur, disposition of the case is the prerogative of the instructor. Penalties may range from rejection of the assignment with the request that the work be resubmitted to a grade of "F" in the courses. Instructors may recommend a more severe penalty, up to and including academic suspension.

Instances of plagiarism will be adjudicated by the instructor of the course in which it occurs and may result in penalties as detailed in the course syllabus, up to an "F" for the course. Multiple violations of plagiarism over the course of a student's time at Midland may warrant immediate suspension and/or expulsion. Consequences above those outlined here may be put in place by instructors. All incidents of confirmed plagiarism will be communicated to Academic Affairs for appropriate action.

Students have the right to present a written appeal of the instructor's action following the Appeal process detailed below. Students accused of academic dishonesty in a class will not be permitted to withdraw from the course involved until they have either been cleared of the allegation or have the permission of the instructor and Academic Affairs

POLICIES

CONFIDENTIALITY

Health Insurance Portability and Accountability Act (HIPAA)

The HIPAA Privacy Rule provides federal protections for personal health information held by covered entities and gives patients an array of rights with respect to that information. At the same time, the Privacy Rule is balanced so that it permits the disclosure of personal health information needed for patient care and other important purposes.

Athletic training students are in a unique situation in which the student may at times have access to confidential information regarding a patient's medical condition. At no time should a MATS discuss any information concerning the status of an injured or ill patient with any party outside of those directly responsible for the patient's care. All questions or comments regarding the status of a patient should be directed to the site Clinical Supervisor or preceptor. Each MATS is required to sign the "Confidentiality Agreement", located in the Student Forms section of this handbook. Students are required to place a copy of the signed agreement in their student portfolios.

Students will complete the HIPAA training as part of MAT 400/500 course prior to beginning their first clinical practicum. This training must be completed prior to beginning clinical experiences. A copy of the completion certificate is to be placed in the student's e-folio as well as a digital or paper copy provided to the department prior to the start of each semester clinical experience.



STUDENT OR FACULTY CONFIDENTIALITY AGREEMENT

As a Student or Faculty Member of the Clinical Practicum Program of Midland University, pursuant to the Clinical Affiliation Agreement (“Agreement”) of Clinical Agencies with access to confidential information including but without limitation, patient medical records, I agree to maintain the confidentiality of all information including but without limitation, all patient medical, personal and financial information obtained in the course of my experiences at designated clinical agencies. I understand that state and federal laws protect the confidentiality of this information and that I will be personally liable for any breach of these duties. I hereby hold Midland University and all its affiliates, employees and agents harmless for any such breach.

I agree to do the following with respect to maintaining the confidentiality of protected health information (“Patient Information”):

- a. I agree to rigorously comply with all of the clinical agencies’ policies and procedures regarding the confidentiality of Patient Information.
- b. I agree not to use or further disclose the Patient Information other than as permitted or required by this Agreement.
- c. I agree not to use or further disclose the Patient Information in a manner that would violate the HIPAA Regulations.
- d. I agree to use appropriate safeguards to prevent use or disclosure of the Patient Information other than as provided for by this Agreement.
- e. In the event that I use or disclose the Patient Information in a manner not provided for in this Agreement or I become aware of any such unauthorized use or disclosure, I will immediately report such violation to the clinical agency and to Midland University.

Signature

Printed Name

Date

Witnessed by



FERPA Policy

Midland University students have the right to certain protections of their personal information as prescribed by federal law and outlined in the Midland Student Handbook. The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, is a Federal law which states (a) that a written institutional policy must be established and (b) that a statement of adopted procedures covering the privacy rights of students be made available. The law provides that the institution will maintain the confidentiality of student educational records.

Midland University accords all the rights under the law to students who are declared independent. No one outside the institution shall have access to, nor will the institution disclose non-directory information from students' educational records without the written consent of students except to personnel within the institution, to persons or organizations providing students financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or other persons. All these exceptions are permitted under the Act.

The institution may disclose educational records, without written consent of a student, to parents of a student who have established the student's status as a dependent according to Internal Revenue Code of 1954, Section 152.

The University routinely publishes material classified as directory information, which is acceptable within the Act.

Directory Information includes: first and last name, local address, permanent address, cell phone listing, permanent telephone listing, campus email address, photograph, date of birth, dates of attendance, major field(s) of study, class standing (Fr., So., Jr., Sr., etc.), participation in activities/sports, degree(s) received, awards and honors received, weight/height of members of athletic teams, enrollment status (e.g. undergraduate, graduate, full-time, part-time). Individuals may direct that their names not appear in directory information by notifying the Registrar in writing.

Notification

According to the 1998 Higher Education Amendments to the Family Educational Rights and Privacy Act (FERPA), postsecondary institutions are permitted to disclose to parents and legal guardians of students under the age of 21, information regarding a student's violation of laws or policies governing the use or possession of alcohol or a controlled substance. In addition, Student Affairs staff may notify specific staff or faculty as appropriate of a student alcohol or drug policy violation. Failure to complete sanctions or to follow recommendations may result in notification of those listed with consideration for review and suspension until needed progress is documented.

On campus professionals trained to assist with these situations and should be contacted include: Vice President for Student Affairs, Director of Counseling, Director of Student Health, or Residence Life professionals.



SEXUAL HARASSMENT POLICY

Midland University students have the right to a safe, healthy environment and to be respected and valued in his/her person. Pursuant to this commitment, the University does not discriminate on the basis of age, gender, religion, disability, national origin, or sex. Any situations of perceived discrimination or harassment, including allegations of discrimination based on gender, disability, race and age, are to be taken to the Vice President for Student Affairs, 900 N Clarkson, Fremont, NE 68025, (402) 941-6400. If circumstances require disciplinary measures, appropriate action will be initiated.

In situations that are not resolved, or in situations that involve individuals of the university community other than student-to student, the concerned party should initiate actions as outlined by the formal procedure.

Statement of Policy

Midland University celebrates the diversity of its community, for we believe that learning to understand and value differences, as well as similarities, is an important dimension to education. To this end, we promote the values of tolerance, respect, understanding, and human dignity. Because of this, it is the policy of Midland University to prohibit sexual, racial, national origin, or ethnic harassment of its students, faculty, or staff, as well as harassment on the basis of age, gender, religion, disability, national origin, or sex. Threats, intimidation, or creation of offensive academic, living, or work environments that grow out of slurs, epithets, derogatory comments, and unwelcome jokes related to a person's gender, age, religion, disability, race, color, national origin, sex or sexual orientation are prohibited at Midland University.

Definitions

The term —“harassment” refers to any verbal or physical conduct that shows hostility towards an individual because of his or her race, sex, national origin, religion, age, or disability for the purpose of:

- 1) Creating an intimidating, hostile, or offensive environment
- 2) Unreasonably interfering with an individual's performance
- 3) Adversely affecting an individual's educational opportunities

The term — “racial harassment” refers to any unwelcome behavior, verbal or physical, that is derogatory or victimizes individuals on the basis of race, ancestry, creed, or national origin. Examples of behavior that may constitute racial harassment include, but are not limited to:

- 1) Racial slurs or epithets
- 2) Derogatory comments
- 3) Unwelcome jokes
- 4) Verbal or non-verbal threats
- 5) Offensive racial graffiti, pictures, cartoons, drawings, or posters
- 6) Threatening or offensive texts, social media posts, telephone calls, cards, notes, letters, or E-Mail or Fax messages

The term —“sexual harassment” can include unwelcome sexual advances, requests for sexual favors, or other physical or verbal conduct of a sexual nature. Examples of behavior that may constitute sexual harassment include, but are not limited to:

- 1.) Subtle pressure for unwanted sexual activity
- 2.) Unnecessary brushes or touches
- 3.) Attempts to kiss or fondle
- 4.) Unwanted sexual teasing or jokes
- 5.) Disparaging remarks about one’s sex
- 6.) Sexist comments about one’s clothing, body, or sexual activities
- 7.) Pressure for dates
- 8) Requests for sexual activity in exchange for grades, credits, promotions, or salary increases
- 9.) Offensive sexual graffiti, pictures, cartoons, drawings, or posters
- 10.) Obscene gestures
- 11.) Obscene or harassing messages by text, social media posts, telephone calls, cards, notes, letters, or E-mail or Fax messages
- 12.) Physical contact by kissing, embracing, or groping

While harassment in any situation is reprehensible, it is particularly reprehensible when it exploits the educational dependence and trust between students and faculty or other relationships between persons of unequal power and authority. Persons in positions of authority (administrator/assistant; supervisor/employee; etc.) need to be sensitive to the fact that mutual consent is extremely questionable in such situations. It is to be noted that this provision does not include faculty or staff/student relationships. These are explicitly disallowed under all circumstances.

Actions

Anyone who believes he/she has been a victim of harassment or has knowledge of harassment has the right to report such behavior and obtain redress through the informal and formal procedures outlined herein. Violation may result in disciplinary action, including discharge from employment or dismissal from attendance at the University.

Compliance Coordinator

Any complaints or concerns about harassment or discrimination based on race, sex, age, disability, and other protected classes, should be first directed to the Vice President for Student Affairs. Any Title VI (race, color, national origin) and Section 504 (disability) complaints or concerns should first be directed the Compliance Coordinator. The compliance coordinator is Merritt Nelson, 900 N Clarkson, Fremont, NE 68025, (402) 941-6400, Nelson@MidlandU.edu.



Communicable Disease Policy:

The Midland University Master of Athletic Training Program wishes to ensure the safety of all Athletic Training Students, preceptors, athletes, coaches and anyone else involved with the Athletic Training Program. Therefore, in the event an Athletic Training Student contracts a communicable disease, he or she must be evaluated by a physician and must inform the Athletic Training Program Director and preceptor prior to continuing his or her clinical education experience. If the physician deems it necessary for the student to discontinue their clinical education experience for a short period of time, the student will be given the opportunity to complete all work. In the event of a prolonged illness, a student may be given an "I" (incomplete) in the course which will allow him or her to complete all requirements at a later date (determined by Midland University). Written documentation must be provided by the physician before the student will be permitted to continue with his or her clinical education experience. All information will be treated confidentially and will be used by Midland University to make accommodations for students.

In accordance with the Nebraska Department of Health the following communicable diseases must be reported:

AIDS	Amebiasis	Antrax
Botulism	Brucellosis	Campylobacter infections
Chancroid	Chlamydia trachomatis infection	Cholera
Cryptosporidiosis	Diphtheria	Escherichia coli
Giardiasis	Gonorrhea	Haemophilus influenza
Hand, foot, mouth syndrome	Infectious encephalitis	Hepatitis A
Hepatitis B	Hepatitis C	Herpes
Hantavirus	HIV	Legionellosis
Leprosy (Hansen disease)	Lyme disease	Malaria
Measles	Meningitis (bacterial)	Meningococemia
Mumps	Pertussis (whooping cough)	Plague
Psittacosis	Rabies (animal, human)	Rocky Mountain fever
Rubella	Poliomyelitis	Salmonellosis (typhoid fever)
Shigellosis	Streptococcus pneumonia	Syphilis
Tetanus	Toxic shock syndrome	Trichinosis
Tuberculosis	Tularemia	Pinworms
Ringworm	Scabies	Shingles (Herpes Zoster)
Yellow Fever	Viral and acute hepatitis	

For more information on communicable diseases visit
<http://www.cdc.gov/ncidod/dhqp/pdf/guidelines>

I have received and acknowledged the Communicable Diseases Policy of the Midland University Master of Athletic Training Program:

Signature of Athletic Training Student

Date



Blood-borne Pathogen Policy

PURPOSE

Midland University Master of Athletic Training Program has established this written exposure-control plan for all student athletic trainers who handle, store, use, process or dispose of potentially infected blood and blood products. This protocol includes requirements for personal protective equipment, housekeeping procedures, training, exposure reporting and recordkeeping.

DEFINITIONS

Biological Hazard: Any viable infectious agent that presents a potential risk to human health.

Blood borne pathogens: Microorganisms that can cause diseases such as human immunodeficiency virus (HIV) and hepatitis B (HBV), which are spread through contact with infected blood or blood products.

Medical Wastes/Infectious Wastes: Blood, blood products, bodily fluids, any waste from human and animal tissues; tissue and cell cultures; human body parts/tissue removed by means of standard wound debridement procedures.

Universal Precautions: Preventing exposure to blood borne pathogens by assuming all blood and bodily fluids to be potentially infectious, and taking appropriate protective measures.

TRAINING

In preparation for clinical education experiences, students will be taught proper procedure for the use of **standard precautions** to prevent exposure to blood-borne pathogens. It is the responsibility of the student to put those techniques into practice when caring for patients/clients. If an exposure occurs, even when the student is using the correct technique, the student must inform his or her preceptor immediately. Infectious diseases are a major risk to students.

The MU MAT Program believes Midland Athletic Training students and staff/faculty deserve to be protected from all foreseeable hazards in the clinical setting. The MAT Program has made efforts to ensure that the best information concerning the growing threat of infectious disease is provided to our students and that an effective policy and procedure to blood or other potentially infectious materials represents a hazard for transmission of blood-borne pathogens and other infections. To decrease the likelihood of transmission of those infections and to minimize student and faculty contact with blood and bodily fluids, the following policy is in effect.

Since medical history and examination cannot reliably identify all patients infected with HIV, Hepatitis B, or other blood borne pathogens, blood and bodily fluid, precautions will be consistently used for all patients. This approach recommended by Center for Disease Control (CDC) and referred to as “universal blood and body fluid precautions” will be used in the care of all patients, especially those in emergency care settings in which the risk of blood exposure is increased and the infection of the patient is usually unknown. All patients’ blood, body fluids, tissues or infected materials will be considered to be potentially infectious and universal precautions will be used on all patients.

- Latex gloves must be worn for touching blood and body fluids, mucus membranes, or non-intact skin of all patients, for handling items or surfaces soiled with blood or bodily fluids.

- Gloves will be changed after contact with each patient
- Masks and goggles or face shields should be worn during procedures that are likely to generate droplets of blood/body fluids to prevent exposure of mucus membranes to mouth, nose and eyes
- Gowns or protective aprons should be worn during procedures that are likely to generate splashes of blood or other bodily fluids
- Hands and other skin surfaces will be washed immediately and thoroughly with an anti-microbial soap if contaminated with blood or other bodily fluids
- Hands will be washed immediately after gloves are removed
- All MATS will take precautions to prevent injuries caused by needles, scalpels and other sharp instruments or devices during procedures
- To prevent needle-stick injuries, needles will not be recapped, purposely bent or broken by hand, removed from disposably syringes, or otherwise manipulated by hand
- Used disposable syringes and needles, scalpel blades and sharp items will be placed in puncture resistance containers which should be located as close to the patient care area as possible
- Although saliva has not been implicated in HIV transmission, disposable mouthpieces, resuscitation bags and other ventilation devices will be used if the need for resuscitation arises
- Students who have lesions and/or weeping dermatitis will report this to appropriate faculty/staff and may be required to refrain from all direct patient care until the condition resolves.
- All patients' blood or bodily fluids, or tissue specimen spills will be cleaned up promptly with a bleach solution diluted 1:10
- Any needle stick, blood/body fluid exposure to a student will be reported promptly to the supervisor. In the event an investigation is required, follow-up care may be instituted.
- Orientation to the Universal precautions will be provided to all students in their first summer MAT 400/500 course and updates will be provided each semester for all athletic training students in the program.

REPORTING AN INCIDENT

In the event of an exposure to blood or other potentially infectious materials, MATS are required to report such an incidence to their clinical preceptor/supervisor, Clinical Education Coordinator, and the MAT Program Director. Necessary actions will be taken to ensure the safety and well-being of the student.

Confidentiality will be maintained for both the exposed athletic training student and the exposure source during all phases of the post-exposure plan of care.



Blood Borne Pathogen Exposure Reporting Form

Date of exposure:

Name:

Test results:

Source Name:

Test results:

Please attach any physician documents.

Appendices



Master of Athletic Training (3+2) Program Application

(Please Print)

Date: _____ First application Reapplication

Name Last First Middle

Local Address

Permanent Address

Local Phone Cell Number with area code Home Phone

E-mail address

Advisor Major and Concentration

Midland University Entry date Current Overall GPA

Athletic Training Clinical Exposure Hours (minimum of 50 hours) – print and include online google Log forms with this application.

1. Midland University Number of Hours _____

2. _____ Number of Hours _____

3. _____ Number of Hours _____

Character references

1. _____ BOC Certified Athletic Trainer Yes No

2. _____ BOC Certified Athletic Trainer Yes No

Biographical Sketch enclosed: Yes No

(Please provide a brief narrative describing your goal/philosophy related to personal, academic, professional and service development, interest in athletic training, and relative background in an allied health profession such as athletic training).

Please initial below indicating that you have received and/or have been informed of the following Athletic Training Program policies.

_____ Criteria for Progression to the Master of Athletic Training Program

_____ Athletic Training Program Academic Standards and Policies / Professional Standards
and Expectations

_____ Participation in Athletic Training Program clinical education experiences (clinic site specific) will require criminal background check and/or drug testing.



Midland University

Athletic Training Application

Please document the prerequisite courses listed below.

Indicate the grade earned for courses already completed and mark an X for course(s) which are in progress.

If a course has been transferred in by another university, please include the course name and number and a course description with this application.

Table with 4 columns: Course ID, Course Name, Midland University, Transferred. Rows include BIO 103, BIO 204, BIO 205, CHE 122, HP 307, HP 312, PHY 151, and PSY 120.

Applicant Signature

Date

Application / Interview Rubric for:

Criteria	5 Excellent	4 Strong	3 Meets	2 Weak	1 or 0 Deficient	Score
Undergraduate GPA	3.6 – 4.0	3.1 - 3.5	2.75 - 3.0	2.74 – 2.25	Below 2.25	
Curriculum	Meets all pre-requisite required and recommended courses. Plus has additional courses that would enhance student graduate success	Meets all pre-requisite required courses and has additional recommended courses	Meets all pre-requisite required courses but no recommended courses	Missing 1-2 pre-requisite courses at time of interview	More than 2 pre-requisite courses missing from transcript	
Athletic Training Observation Hours	More than 45 observation hours with multiple sports and/or supervisors.	More than 45 observation hours or ATC was also one who provided one letter of recommendation.	Minimum 45 observation hours provided and signed off on by ATC. Hours performed within the past year.	45 hours provided and signed by ATC. Not performed in past year	Less than 45 hours and/or not signed by ATC.	
Letters of Recommendation	Both letters provide in detail, students ability to be a successful MAT student	2 Letters of rec, plus one or more from ATC. 1 Letter provide specific details into the ability of the student to be successful in MAT	Has 2 letters of recommendation and 1 being from an ATC	2 letters of recommendation but neither are from ATC	Did not provide 2 letters of recommendation	
Personal Statement	Very detailed statement in regards to goals, personality/strengths, and dedication to the profession of Athletic Training.	Statement includes appropriate examples and above average grammar.	Statement is clear and concise on his/her commitment to the profession of athletic training.	Statement is unclear on commitment to MU MAT or spelling grammar errors present.	No personal statement	
ATCAS questions (essay) Do not score for 3+2 applicants.	All 3 essay questions completed in great detail and well thought out answers.	1-2 questions answered in great detail and well thought out.	Questions answered accordingly with appropriate coursework, clear goals, and proper assessment of strengths	Questions answered but 1-2 answers lacking detail.	More than 2 questions answered in detail.	
Interview	4.0-3.5	3.49-3.0	2.99-2.5	2.49-2.0	Below 2.0	
					Average Score	
Score/ Other Comments						

Interview Rubric

Rating Score	1	2	3	4	Number Score
Interview					
Quality Development of Ideas	Supporting details & information are unclear and not related to topic	Some details & information are relevant, but key issues are lacking	Supporting details and information are relevant, but overly vague	Speaker reveals relevant and telling details by giving information beyond the obvious	
Organization Relevance Phrasing Grammar	Choppy and disjointed Inaudible Unacceptable	Topic and ideas are loosely connected Mumbling w/ little or no expression	Most information presented in logical sequence Clear articulation	Important points are clearly stated with relevant examples Clear voice	
Professional Behaviors					
Non-verbal cues	High levels of anxiety Unable to compose themselves	Eye contact is rare and voice is low Candidate is clearly uncomfortable	Candidate maintains eye contact most of the time Some anxiety apparent	Candidate maintains eye contact Seems comfortable No anxiety-causing mannerisms	
Poise	Delivery is rough	Somewhat rough and rattled	Candidate composed with smooth delivery	Candidate composed; delivery smooth; tough questions do not rattle the candidate	
Appearance	Appearance not professional	Fairly clean and neat; well-groomed	Clean and neat; well groomed for professional interview	Very professional appearance; clean, neat, and well-groomed	
Total Score					
Divide by 5					



MASTER OF ATHLETIC TRAINING PROGRAM
TECHNICAL STANDARDS FOR ADMISSION

The Master of Athletic Training Educational Program at Midland University is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Educational Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency (Commission on Accreditation of Allied Health Education Programs [CAAHEP]). The following abilities and expectations must be met by all students admitted to the Athletic Training Educational Program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program.

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

Candidates for selection to the Athletic Training Educational Program must demonstrate:

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

Candidates for selection to the athletic training educational program will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards.

The Coordinator of Academic Support will evaluate a student who states he/she could meet the program's technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws.

If a student states he/she 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 a whether the accommodations requested are reasonable, taking into account whether accommodation would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all coursework, clinical experiences and internships deemed essential to graduation.

_____ I certify that I have read and understand the technical standards for selection listed above, and I believe to the best of my knowledge that I meet each of these standards without accommodation. I understand that if I am unable to meet these standards I will not be admitted into the program.

Signature of Applicant

Date

Alternative statement for students requesting accommodations.

_____ I certify that I have read and understand the technical standards of selection listed above and I believe to the best of my knowledge that I can meet each of these standards with certain accommodations. I will contact the Coordinator of Academic Support to determine what accommodations may be available. I understand that if I am unable to meet these standards with or without accommodations, I will not be admitted into the program.

Signature of Applicant

Date



Athletic Training Student Sport Participation Contract

The Masters of Athletic Training Program at Midland University has required clinical practicum courses that put significant time demands on the student. The required clinical hours, combined with the demands of participating in a sport, make efficient time management for the student athlete a necessity. There may also be times that clinical practicum requirements and sport obligations (e.g. practice) coincide, and, although efforts will be made to minimize this, the clinical practicum requirements must be completed to ensure appropriate development through the Athletic Training Program. **During the student's non-traditional season (i.e. fall baseball/softball, spring soccer, etc.), the student-athlete will be expected to be at all Athletic Training Program clinical assignments. The student-athlete will only attend practices that do not interfere, in any way, with the clinical practicum experience.**

The **minimum** clinical practicum requirements for the Masters of Athletic Training Program are 200 clinical hours per semester (with a maximum of 500 clinical hours). Again, efforts will be made to place students in clinical rotations that will allow for the student to do both (especially working around game schedules) but practice time could be affected. Flexibility between the coach and student-athlete to complete the demands of both will be critical.

By placing a signature below, this document verifies that both the Athletic Training Student-Athlete and his or her Coach understand the clinical practicum requirements of the Masters of Athletic Training Program. The student will be responsible for upholding appropriate time management and the Coach will allow for some flexibility in an unavoidable schedule conflict. The student will be responsible for initiating all scheduling communication between the head coach and the preceptor.

AT Student/Student-Athlete: _____

Date: _____

Coach: _____

Date: _____



Disciplinary Report

Name of Student: _____

Date of Infraction: _____

Description of Infraction:

Disciplinary Action:

Follow Up Date: _____

Follow Up Notes:

Signature of Program Director

Date

Signature of Clinical Education Coordinator

Date

Signature of Preceptor

Date

Signature of Student

Date



Handbook Signature Sheet

I state that I have read and understand the Midland University Master of Athletic Training Student Handbook and agree to abide by its policies. I understand that failure to adhere to the policies and procedures set forth in the manual can lead to disciplinary measures or dismissal from the Master of Athletic Training Program.

Printed Name of Master of Athletic Training Student

Signed Name of Master of Athletic Training Student

Date