



Master of Athletic Training Program



The Master of Athletic Training Handbook

W. David Carr, PhD., ATC
McCall Christian, DAT, ATC
Tona Hetzler, Ed.D., ATC
Michael Hudson, Ph.D., ATC
Allan Liggett, Ed.D., ATC

The Commission on Accreditation of Athletic Training Education certifies that Missouri State University has completed a comprehensive accreditation review and demonstrated compliance with the nationally established Standards.

Missouri State University
Master of Athletic Training Handbook

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**WELCOME TO THE MISSOURI STATE UNIVERSITY
MASTER OF ATHLETIC TRAINING PROGRAM (MAT)**

Please note: The Master of Athletic Training program (MAT) may occasionally be referred to as the MAT, the MATC, or the AT program. All reference the professional level athletic training program. The MATC is an internal university designation for coding purposes to differentiate the MSU Master to Athletic Training curriculum from the MSU Master of Arts in Teaching degree.

This handbook will assist students admitted to the Master of Athletic Training Program (MAT) at Missouri State University (MSU) by centralizing information and resources. This handbook along

with the Graduate College policies (<http://graduate.missouristate.edu/>) and Graduate Catalog (<http://graduate.missouristate.edu/catalog/gradcollege.htm>) are readily available at the University website, <http://www.missouristate.edu/>.

Students are required to read and become familiar with the contents of this handbook. It contains the program's policies and other essential information. Please keep the handbook accessible and the website bookmarked on your computer as useful resources of information that you will need throughout your academic experience.

Graduate education is different from the undergraduate experience in many ways. One specific change for most graduate students is the Graduate College's guidelines and rules for graduation requirements, and several other areas of graduate education. Therefore, it is imperative that graduate students become familiar with the graduate college policies and procedures. While this handbook addresses some of these policies, a more comprehensive review is provided at <http://graduate.missouristate.edu/currentstudents/>

The Master of Athletics Training program employs concepts of andragogy (adult learning) and praxis (reflection, theory to practice, life-long learning) to guide the curriculum design and course expectations. This approach may be different than most undergraduate programs. Following concepts of andragogy, the MAT curriculum is built on the Malcolm Knowles' assumptions of adult learners

- 1) Self-concept- *as a person matures his self-concept moves from one of being a dependent personality toward one of being a self-directed human being*
- 2) Experience – *as a person matures, he accumulates a growing reservoir of experience that becomes an increasing resource for learning*
- 3) Readiness to learn – *as a person matures his readiness to learn becomes oriented increasingly to the developmental tasks of his social roles*
- 4) Orientation to learning – *as a person matures his time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his orientation toward learning shifts from one of subject-centeredness to one of problem centeredness*
- 5) Motivation to learn – *as a person matures the motivation to learn is internal*

In addition to the concepts of andragogy, aspects of the praxis of education are built into the MATC curriculum. This simply means a cycle of theory and purposeful action that incorporates reflection. This process of learning, acting, and reflecting has been found to improve thinking, doing and effectiveness. This process has also been tied to lifelong learning.

MSU ATHLETIC TRAINING PROGRAM TERMINOLOGY

- **Athletic Trainer (AT)** –Healthcare professionals who render service or treatment, under the direction of or in collaboration with a physician, in accordance with their education and training and the state's statutes, rules, and regulations. As a part of the healthcare team, services provided by athletic trainers include primary care, injury and illness prevention, wellness promotion and education, emergent care, examination and clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions. An athletic trainer is state credentialed (in states with regulation), certified, and in good standing with the Board of Certification.
- **AT clinical experiences** – Direct client/patient care guided by a preceptor who is an athletic trainer or physician. Athletic training clinical experiences are used to verify students' abilities to meet the curricular content standards. When direct client/patient care opportunities are not available, simulation may be used for this verification
- **AT Program** - The abbreviation specifically refers to the Missouri State University Professional Athletic Training Program.
- **Athletic Training Student (ATS)** - an individual who has been formally accepted into the AT Program. For the following policies (unless noted otherwise), the athletic training student will be identified as “student” or “ATS.”
- **Clinical Assignment** – Student assignment to a specific preceptor which functions in a specific athletic training practice setting to satisfy accreditation and program requirements.
- **Clinical Education** – a broad umbrella term that includes three types of learning opportunities to prepare students for independent clinical practice: *athletic training clinical experiences, simulation, and supplemental clinical experiences.*
- **Clinical Experience** - synonymous with clinical assignment however it can also refer to specific experiences of the student during the entire clinical assignment (e.g., spine boarding the spine-injured patient, creating a post-surgical rehabilitation program)
- **Clinical site** – a facility where a student is engaged in clinical education.
- **Health care providers** – Individuals who hold a current credential to practice the discipline in the state and whose discipline provides direct patient care in a field that has direct relevancy to the practice and discipline of athletic training. The individuals may or may not hold a formal appointment with the instructional faculty.
- **Immersive clinical experience** – A practice-intensive experience that allows the student to experience the totality of care provided by athletic trainers.
- **Integrative clinical experience** – A clinical experience in which students participate in didactic courses (face to face, online, blended, etc) while simultaneously participating in hour restricted clinical engagement.
- **Interprofessional education** – When students from two or more professionals learn about, from and with each other to enable effective collaboration and improve health outcomes.
- **Interprofessional practice** – The ability to interact with, and learn with and from, other health professionals in a manner that optimizes the quality of care provided to individual patients.
- **Preceptor** – Individual that supervise and engage students in clinical education.
- **Professional socialization** – Process by which an individual acquires the attitudes, values, ethics, norms, skills, and knowledge of a subculture of a health care profession.
- **Professionalism** - Relates to personal qualities of honesty, reliability, accountability, patience, modesty, and self-control. It is exhibited through delivery of patient-centered care, participation as a member of an interdisciplinary team, commitment to continuous quality improvement, ethical behavior, a respectful demeanor toward all persons, compassion, a willingness to serve others, and sensitivity to the concerns of diverse patient populations.

- **Simulation** – An educational technique, not a technology, to replace or amplify real experiences with guided experiences that evoke or replicate substantial aspects of the real world in a fully interactive manner.
- **Supervision** – Supervision occurs along a developmental continuum that allows a student to move from interdependence to independence based on the student’s knowledge and skills as well as the context of care. Preceptors must be on-site and have the ability to intervene on behalf of the athletic training student and the patient. Supervision also must occur in compliance with the state practice act of the state in which the student is engaging in client/patient care.
- **Supplemental clinical experiences** – Learning opportunities supervised by health care providers other than athletic trainers or physicians.
- **Technical standards** – the physical and mental skills and abilities of a student needed to fulfil the academic and clinical requirements of the program. The standards promote compliance with the Americans with Disabilities Act and must be reviewed by institutional legal counsel.

OVERVIEW OF MSU ATHLETIC TRAINING PROGRAM

COLLEGE: HEALTH AND HUMAN SERVICES

DEGREE: MASTER OF ATHLETIC TRAINING (MAT OR MATC)*

*The MAT is also referred to as the MATC for some internal university coding purposes

MISSOURI STATE UNIVERSITY MISSION

Missouri State University is a comprehensive institution offering undergraduate and graduate programs, including a professional doctorate. The university educates students to be global citizens, scholars committed to [public affairs](#).

Public affairs are primarily a perspective and, therefore, is intended to be pervasive in the experience of students. It is about cultivating civic virtues and strengthening the bonds that unite people. Campus members work to create a learning environment where:

- citizenship obligations are explored and encouraged,
- the capacity and the commitment to think about the public implications of private behavior is cultivated, and
- the capacity to recognize and reflect on public issues is nurtured.

This is accomplished by focusing on three broad pillars:

- ethical leadership
- cultural competence
- community engagement

MCQUEARY COLLEGE OF HEALTH AND HUMAN SERVICES (MCHHS) MISSION

The McQueary College of Health and Human Services (MCHHS) focuses on improving the health and well-being of people in Missouri, the nation and the global community through education, research, and service. MCHHS values multidisciplinary approaches, instills the public affairs mission and encourages students and faculty to develop lifelong learning skills.

MASTER OF ATHLETIC TRAINING VISION

To be the professional athletic training education program of choice for students and employers.

MASTER OF ATHLETIC TRAINING MISSION:

The Master of Athletic Training program prepares students to become certified athletic trainers and function as healthcare providers within an evolving healthcare delivery system.

The program fulfills this mission by:

Providing a challenging, multifaceted academic curriculum

Embracing the university's public affairs mission and three broad pillars; ethical leadership, cultural competence, community engagement

Providing highly engaging athletic training experiences in local and global communities.

CORE PRINCIPLES

Our core principles are used to shape the program and guide the decisions and actions of our faculty, preceptors, and students.

Professionalism Lifelong Learning Advocacy

MAT STUDENT/PROGRAM GOALS AND OBJECTIVES:

Goals	Objectives
1. Students will gain employment as an AT	1A. Recent graduates will demonstrate characteristics desired by employers. 1B. Graduates will obtain employment as athletic trainers or enrollment in post-professional education. 1C. Students will demonstrate the ability to practice independently as AT within an evolving health care delivery system. 1D. Admitted students will be retained. 1E. Admitted students will graduate on time.
2. Students will participate in a challenging, multifaceted academic curriculum	2A. Students will evaluate program content as above average. 2B. Students will evaluate each instructor within the AT curriculum as above average. 2C. Students will evaluate the overall curriculum as above average.

	<p>2D. Students will evaluate each preceptor and clinical site as above average.</p> <p>2E. Students will demonstrate knowledge, skills, and clinical abilities on all didactic assessments of course objectives and/or curricular content standards.</p> <p>2F. Students will demonstrate the knowledge, skills, and clinical abilities on all clinical assessments of curricular content standards.</p> <p>2G. Students will pass the Board of Certification (BOC) Examination.</p> <p>2H. Students will design, complete, and present a scholarly project.</p>
3. Students will embrace the university's public affairs mission and demonstrate the three broad pillars.	<p>3A. Students will demonstrate ethical leadership, community engagement, and cultural competency.</p> <p>3B. Students will demonstrate professional practice.</p> <p>3C. Alumni will demonstrate ethical leadership, community engagement, cultural competency and professional practice.</p>
4. Students will participate in highly engaging athletic training experiences in local and global communities.	<p>4A. Students will experience a variety of clinical settings.</p> <p>4B. Students will indicate their clinical experiences are of high quality</p> <p>4C. Students will document a variety of engaging experiences in their professional development activities</p>

WHAT SHOULD YOU EXPECT FROM THIS PROGRAM?

Each faculty and staff member in this program has made a personal decision to aid in the education of athletic training students wishing to enter the AT profession. While not taking away from other students/patients/responsibilities, the student should expect each faculty/staff member to provide input to their questions. You should not, however, expect to just be given an answer for every question. To make this program an interactive learning process, we will often guide you to produce correct answers on your own. It is our job to teach you how to deal with similar situations that will have very contrasting outcomes. Each faculty member/preceptor within this program has a distinct educational background. This diversity brings about different ideas in healthcare. It is the responsibility of the athletic training student to take and respect these ideas and adapt them into their own unique philosophy. In addition, we also expect all students to apply and continually build their knowledge in the classroom and clinical experiences.

WHAT DOES THIS PROGRAM EXPECT FROM YOU?

It is our intent to make the learning process in this program as interactive as possible. This means the student must take an active and inquisitive role right from the start to achieve the personal goals each student wishes to ascertain. Students are expected to be responsible for their own learning and to allow

time to read, study, and practice athletic training materials and skills prior to class, practical exams, and clinical experiences. Students should request help from an instructor if they are having difficulty with any skill.

Athletic Training is an allied health care profession and a highly visible aspect of the sports medicine team. For this reason, a high level of professionalism is always expected. It is our intent to give you an experience of what the “real world” is like in the field of athletic training. The clinical experiences are set up to give you the knowledge of what certified athletic trainers (ATs) are responsible for and what is expected of them.

PROFESSIONALISM

Besides meeting the academic standards of Missouri State University and the Master of Athletic Training program, students enrolled in athletic training program must demonstrate professionalism in all clinical and classroom experiences. All faculty members and staff associated with the AT Program must demonstrate professionalism.

Professionalism is defined as behaviors and attitudes congruent with the NATA Code of Ethics, BOC Standards of Professional Practice, the State of Missouri Athletic Training Practice Act, the MSU Athletic Training Program Code of Honor, socio-cultural expectations, and policies and expectations of the academic institution. Inherent within the concept of professionalism is the development of those behaviors by the student during the program that demonstrate increasing maturity, competence, integrity, regard for human dignity, respect for social justice, accountability, responsibility, and caring as they progress through the program. Therefore, professionalism includes, but is not limited to, satisfactory clinical and classroom performance and behaviors consistent with professional conduct.

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 oneself 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.

HONOR CODE AND PLEDGE

Honesty

- I will be sincere with people in an appropriate manner. I understand the difference between right and wrong, and I will always strive to do what is right by demonstrating this through my actions. I will not lie, cheat, or demonstrate any other behaviors deemed dishonest.

Respect

- I will be cooperative, patient, work well with others, and be tolerant of their beliefs. I will treat others as I hope to be treated, or I will treat them to the level that they wish to be treated. I will respect others by respecting myself and knowing my own self-worth.

Responsibility

- I will be accountable for my actions and take ownership of what I say and do. I will complete tasks that I elect to participate in. I will execute my academic and clinical duties to the best of my abilities.

Initiative

- I will demonstrate leadership by taking it upon myself to accomplish my responsibilities without prompting from others. I will provide a positive example by my actions and be a leader rather than a follower, which includes leading humbly or following loyally when it is needed.

Professionalism

- I will be competent in my educational and professional/clinical endeavors. I will demonstrate the attitudes and behaviors that are expected of a Missouri State University student as well as the characteristics and ethical qualities expected of a professional health care provider.

Pledge

I join my fellow students to pledge my commitment to the highest ideal and academic standards of my education at Missouri State University and the Athletic Training Program.

I recognize I am entering a profession in which I have responsibility for the health care of others. With that responsibility comes accountability for my actions.

Therefore, as a representative of the Sports Medicine and Athletic Training Department, I pledge to adhere to the highest standards of honesty, respect, responsibility, initiative, and professionalism, in all my written work, spoken words, actions and interactions with patients, families, peers, and faculty.

I pledge to work together with my peers and to support one another in the pursuit of excellence in our athletic training education and to report unethical behavior.

I will work to safeguard the health and welfare of patients/clients who have placed their trust in me and will advocate for the patient's/client's best interest.

I recognize that these responsibilities do not end with graduation but are a lifelong endeavor.

ATTITUDES AND VALUES

Athletic Training is an allied health care profession devoted to the health and welfare of physically active patients. The athletic trainer should keep the basic principle in view and always be guided by it.

1. Athletic training students should develop a relationship with each patient that encourages him/her to trust the student with personal information.
2. Athletic training students should develop a professional relationship with fellow clinicians, administrators, and patients so they respect the students' opinions and know the information will be objective.
3. Those who serve as members of the profession of athletic training commit themselves to uphold professional ideals and standards. Each athletic trainer acts as a representative of the whole profession and as such should conduct him/herself with honor and integrity.

4. Athletic training students should develop a sense of loyalty to each member of the organization. Do not second guess or belittle decisions made by preceptors or clinical supervisors. In particular, do not discuss controversial subjects concerning the organization outside the organization. Learn what information needs to be shared and with whom it is to be shared. For the most part, this includes your fellow athletic trainers and team physicians.
5. The athletic training student must always act in a professional manner, understanding that they are a direct reflection of the instructors, the university and the MSU AT Program
6. The student's willingness to accept responsibilities and carry them through completion, the way he/she performs those duties which are unpopular and distasteful, his/her personal appearance, and the tone of voice and the caliber or his/her language, are all qualities which will assist a student in being successful in all endeavors. Athletic training is an integral part of sports medicine. The athletic training student should carry out the techniques of the profession only with appropriate and specific medical direction of their preceptors/clinical supervisors.

CONFIDENTIALITY

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 an ATS 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 ATS 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 personal records within E-value.

In some instances, a patient will also be a student. In these cases, the Family Educational Rights and Privacy Act (FERPA) must also be followed. FERPA is a federal law that affords parents the right to have access to their children's education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records. Each ATS is required to complete FERPA training each summer and submit documentation of completion of training in E-value.

Additionally, all students in the Athletic Training program will be required to complete the Missouri State University HIPPA privacy and security training. Students will complete annual online training each summer semester of the AT Program prior to beginning clinical experiences. A copy of the completion certificate is to be placed in the student's E-value personal records. Details on where to find the training and how to complete will be provided during the program's orientation.

STRUCTURE, POLICY, AND PROCEDURES OF MSU AT PROGRAM

The MSU AT Program provides valuable experience to students interested in athletic training. The experience and exposure that Missouri State University provides is a solid base for individuals entering the discipline of athletic training. Missouri State University provides students with exposure to a variety of practice settings while preparing them for certification by the Board of Certification (BOC). Missouri State University offers a competitive, co-educational program that allows all students to obtain clinical experience with a large variety of men and women's sports teams and affiliated health care settings (intercollegiate, interscholastic, and clinical). Athletic training students at MSU progress through several

levels of competency during their academic and practical experience. Students will acquire a diverse variety of clinical experiences during their matriculation at MSU under the direction of BOC ATCs, other credentialed healthcare/medical providers, and clinical supervisors.

CURRICULAR DESIGN

The MAT program curricular design is based on principles of andragogy (adult learning) and praxis (reflection and action, lifelong learning). The AT faculty utilized these principles to structure the program and develop instructional methods and assignments with the courses. The content of the program was developed from the program's mission, the University's public affairs themes, the CAATE 2020 Professional Standards, the BOC 8th Edition Practice Analysis, and input from stakeholders. The program uses an Acquire, Apply, Advance concept to tie these principles and various content needs into a cohesive program.

Acquire - Students acquire new knowledge and skill via structured didactic courses and related assignments. Additionally, students often acquire new knowledge and skills via both intentional and situational clinical experiences.

Apply – Students apply the structured didactic knowledge and skills gained on course assignments, in course discussions and in the “real” world situations they encounter during their clinical experiences.

Advance – Students utilize the knowledge acquired and the experiences gained by applying the knowledge to advance their own knowledge and skills, the healthcare provided to the patients, and the AT profession.

The Master of Athletic Training program is a cohort program with one admission cycle (summer) per year. The program spans 6 semesters and is comprised of 61 credit hours. The program has a mix of traditional seated courses, blended courses, and online courses. The didactic courses and clinical experiences are composed of a mixture of 16-week and 8-week courses. The didactic and clinical experience components of the program are intentionally structured to build upon knowledge and experiences gained. Additionally, the didactic courses and clinical experiences are scheduled to complement the other. For example, when a student is in an 8-week immersive clinical experience, their didactic course structure is 8 weeks online or blended courses.

ADMISSION INTO ATHLETIC TRAINING PROGRAM

There are two admission options for the Master of Athletic Training program. Regardless of the admission pathway, to be considered for admission to program, a prospective student must apply to the program via the Athletic Training Centralized Application Services (ATCAS).

Sports Medicine pre-athletic training admission option:

1. Submission of an application to ATCAS that must include a personal statement not to exceed three pages; documented evidence of a minimum of 10 hours of observation of athletic trainers in at least two different areas of practice; two letters of recommendation (one letter from an academic source and one from an athletic trainer that supervised the observation hours).
2. A cumulative grade point average (GPA) of no less than 3.00 on a 4.00 scale.

3. International applicants whose native language is not English and do not have a U.S. degree are required to have a score on the TOEFL of 79 or higher (internet-based test) or an IELTS score of 6.0 or higher. The requirement for a TOEFL or IELTS score may be waived for applicants who meet one of the following: (i) are native English speakers or (ii) have completed a minimum of 60 semester credit hours from an accredited college or university in the United States.
4. Completion of the MSU Sports Medicine pre-athletic training pathway - Pre-AT admission option requirements include successful completion of all program requirements and a minimum of 102 credit hours that include all MSU general education requirements, and all MAT prerequisites as listed below:
 - Care and Prevention: (ATC 222) or Introduction to Sports Medicine: (ATC 220)
 - College Algebra or higher: (MTH 136 or higher)
 - Statistics: (MTH 340, MTH 545, ECO 308, QBA 237, PSY 200, SOC 302 or BIO 550)
 - Physics with lab: (PHY 123)
 - Introductory Chemistry with lab: (CHM 160 and CHM 161 or CHM 116 and CHM 117)
 - Introductory Psychology: (PSY 121)
 - General Biology/Biomedical Sciences with lab: 4-5 hrs. (BIO 121 or BMS 110 and 111)
 - Human Anatomy with lab: 4 hrs. (BMS 307) **
 - Human Physiology with lab: 4 hrs. (BMS 308) **
 - Medical Terminology: (ATC 413)
 - Exercise Physiology: 3-4 hrs. (BMS 567)
 - Biomechanics/Kinesiology: (BMS 450)
 - Nutrition: (DTN 240)
 - Provide evidence of current Emergency Cardiac Care (ECC) certification at the Basic Life Support/Professional Rescuer level or beyond.

***If students take a combined course, it must be taken across two semesters for a total of at least 8 credit hours to meet admission criteria; a single combined anatomy and physiology course WILL NOT be accepted.*

Post-baccalaureate admission option:

1. Submission of an application to ATCAS that must include a personal statement not to exceed three pages; documented evidence of a minimum of 10 hours of observation of athletic trainers in at least two different areas of practice; two letters of recommendation (one letter from an academic source and one from an athletic trainer that supervised the observation hours).
2. A cumulative grade point average (GPA) of no less than 3.00 on a 4.00 scale.
3. International applicants whose native language is not English and do not have a U.S. degree are required to have a score on the TOEFL of 79 or higher (internet-based test) or an IELTS score of 6.0 or higher. The requirement for a TOEFL or IELTS score may be waived for applicants who meet one of the following: (i) are native English speakers or (ii) have completed a

minimum of 60 semester credit hours from an accredited college or university in the United States.

4. Possession of a baccalaureate degree from an accredited college or university prior to matriculation. The undergraduate major may be in any field, but students must complete the following prerequisites - examples of Missouri State University courses listed below in parenthesis - prior to entering the program in the summer:
 - Care and Prevention: (ATC 222) or Introduction to Sports Medicine: (ATC 220)
 - College Algebra or higher: (MTH 136 or higher)
 - Statistics: (MTH 340, MTH 545, ECO 308, QBA 237, PSY 200, SOC 302 or BIO 550)
 - Physics with lab: (PHY 123)
 - Introductory Chemistry with lab: (CHM 160 and CHM 161 or CHM 116 and CHM 117)
 - Introductory Psychology: (PSY 121)
 - General Biology/Biomedical Sciences with lab: 4-5 hrs. (BIO 121 or BMS 110 and 111)
 - Human Anatomy with lab: 4 hrs. (BMS 307) **
 - Human Physiology with lab: 4 hrs. (BMS 308) **
 - Medical Terminology: (ATC 413)
 - Exercise Physiology: 3-4 hrs. (BMS 567)
 - Biomechanics/Kinesiology: (ATC 444)
 - Nutrition: (DTN 240)
 - Provide evidence of current Emergency Cardiac Care (ECC) certification at the Basic Life Support/Professional Rescuer level or beyond.

***If students take a combined course, it must be taken across two semesters for a total of at least 8 credit hours to meet admission criteria; a single combined anatomy and physiology course WILL NOT be accepted.*

ONCE ACCEPTED TO THE PROGRAM, ALL STUDENTS MUST:

1. Follow the Graduate College's procedures to activate their MSU student records.
2. Provide evidence of current physical examination including two negative PPD skin tests at least one week apart, one negative blood test, or one negative chest X-ray for tuberculosis. Evidence of appropriate follow up from an individual testing positive for TB must be provided. Matriculating students must also demonstrate evidence of good physical health and have up-to-date immunizations.
3. Provide signed technical standard form that documents capacity for performance of the technical functions and tasks required of an athletic trainer.
4. Follow program provided instructions to complete local/state/federal criminal background check, a 10-panel drug test, and OIG check.

***Students who fail these checks or procedures will be subject to further review by the Master of Athletic Training Program Selection Committee. This may result in dismissal from the program.**

5. Adhere to the AT Code of Honor and the National Athletic Trainers' Associations Code of Ethics; students will respect the rights and dignity of all individuals.
6. Enroll on a full-time basis and progress through the program with their class.

PROBATIONARY ADMISSION TO THE PROGRAM

Probationary admission may be granted to an applicant that does not meet one or more of the above program admission requirements. During the probationary period, the student must work with their advisor and the program director to complete the missing requirement(s) by the end of the first summer session.

PROGRESSION AND RETENTION REQUIREMENTS

After admission into the Master of Athletic Training program, a student must achieve the following for progression in the program:

1. Remain in compliance with all Master of Athletic Training, MCHHS and Graduate College policies.
2. Receive no more than 15 semester hours of graduate work below a grade of "B-", no course with a grade "C-" or below may be applied towards the Master of Athletic Training. Furthermore, a graduate student becomes ineligible for graduate study if more than 15 semester hours of "C+" or lower are earned in graduate courses taken in the degree program.
3. Demonstrate acceptable levels of maturity and integrity, as well as behaviors and attitudes normally expected of health care professionals.
4. Demonstrate acceptable professional progression in application of skills and knowledge during didactic and clinical experiences.
5. Maintain current NATA, MAATA, and MoATA membership.
6. Maintain current liability insurance.
7. Maintain current Emergency Cardiac Care (ECC) certification at the Basic Life Support/Professional Rescuer level or beyond.

Students who fail to meet the retention criteria may:

1. Be placed on academic or clinical probation in the Master of Athletic Training program, or
2. Be dismissed from the program, based on the judgment of the majority of the Sports Medicine and Athletic Training department graduate faculty.

PHYSICAL CAPABILITIES ASSESSMENT

Before being allowed to complete clinical experiences, students must complete the physical packet which includes a physical capabilities assessment form, medical history form, immunization records, technical standards form, and an assumption of risk form. Copies of all the departmental forms are included in the student form section. A copy of the medical history questionnaire can be obtained via the link below (<http://health.missouristate.edu/forms.htm>) and must be submitted to Magers Health and Wellness Center. All records will be kept confidential.

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 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 AT Program at Missouri State 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 AT 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 AT 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 AT Program or for the BOC certification exam. See Student Form Section for complete form. See University policy https://www.missouristate.edu/policy/Op5_05_1_Accommodation.htm for additional details.

DEGREE REQUIREMENTS (MINIMUM OF 61 HOURS)

First semester (summer)

Courses	Hours
Total hours	7
ATC 601 Foundations of Athletic Training	1
ATC 602 Foundations of Therapeutic Intervention	3
ATC 604 Clinical Skills in Athletic Training	3

Second semester (fall)

Courses	Hours
Total hours	12
ATC 623 Patient Evaluation I	3
ATC 633 Therapeutic Interventions I	3
ATC 631 AT Integrated Lab I	1
ATC 622 Athletic Training Practicum I	2
ATC 732 Research Methods for the Health Professions	3

Third semester (spring)

Courses	Hours
Total hours	14
ATC 640 Evidence Based Practice	3
ATC 653 Patient Evaluation II	3
ATC 663 Therapeutic Interventions II	3
ATC 671 AT Integrated Lab II	1
ATC 682 AT Practicum II	2
ATC 752 Pharmacological Issues in AT	2

Fourth semester (summer)

Courses	Hours
Total hours	6
ATC 713 AT Practicum III	3
ATC 711 Problem Based Practice	1

Courses	Hours
ATC 712 AT Leadership Concepts and Application	2

Fifth semester (fall)

Courses	Hours
Total hours	12
ATC 747 Medical Conditions in AT	3
ATC 734 Professional Development and Leadership	4
ATC 724 AT Practicum IV	4
ATC 711 Problem Based Practice	1

Sixth semester (spring)

Courses	Hours
Total hours	10
ATC 741 Therapeutic Interventions III	1
ATC 773 Athletic Training Seminar	3
ATC 784 AT Practicum V	4
ATC 791 AT Research Project	1
ATC 711 Problem Based Practice	1

ACADEMIC ADVISOR

Graduate students are assigned an advisor at the time of admission. If desired, the student may select a different advisor once fully matriculated into the program. The role of the graduate advisor is to:

- Assist the student in the selection of course work for his/her graduate program.
- Advise and assist the student in completion of all Missouri State University and departmental requirements for degree.

It is extremely important that students have early contact with their advisor and gain advisor approval before registering for classes. The advisor is a key person in helping individuals plan their graduate program, ensuring that classes fit the program, planning an appropriate class sequence, and providing other input that ensures a student is successful in their graduate program. All degree-seeking students must have the advisor complete an electronic release prior to registering.

RESEARCH REQUIREMENT

Each student will complete a non-thesis capstone research project. For ATC 791, the student will complete a clinically-focused, scholarly project that will culminate in the presentation of the project at an organized meeting. The student will be advised throughout the project by at least one athletic training graduate faculty member.

COMPREHENSIVE EXAMINATION

A comprehensive examination administered during the student's final year of coursework must be passed by the candidate before a degree will be granted.

The Master of Athletic Training Program faculty will retain the right to consider mitigating circumstances relative to all program requirements (admissions, retention, course prerequisites, etc.) and may alter one or more of these requirements for admission and program progression. Should a student's academic sequence be interrupted for any reason, that individual must meet with the Master of Athletic Training Program faculty to determine the course of action. This decision will be made on an individual basis, taking the situation and circumstances into consideration.

More about Research

Graduate Faculty Members within the Athletic Training Program:

Research

Tona Hetzler, Ed.D, ATC
Michael Hudson, PhD, ATC
W. David Carr, PhD, ATC
McCall Christian, DAT, ATC

Clinical

Shannon Derricks, MS, ATC
Brandon Hetzler MS, ATC
Allan Liggett, Ed.D, ATC

GRADUATE STUDENT TRAVEL FUNDING

Graduate students can apply for funding assistance to present their research at conferences, symposiums and more. Presentations at conferences that occur up to a year following graduation are eligible for student funding as long as the research was conducted, and the request for funding was submitted, while a graduate student at MSU. If conference timing does not allow this, students may request an exception from the Dean of the Graduate College. The student must be presenting at the conference, as opposed to simply attending. Students may be listed as a single author or co-author. **Students attending a conference but not presenting will not be funded.**

AMOUNT

The maximum award per graduate student is \$300, contingent on the Graduate College having the funds available. A maximum of \$300 may be awarded for a single conference, or for more than one conference, depending on the amount of funds requested by the student on the application. Once the student has been awarded the maximum, she/he is **not** eligible for any additional graduate student travel funding.

APPLICATION DETAILS

Applications must be submitted to the Graduate College at least one month prior to travel. **Funding will not be awarded post-travel.** Each student should fill out an application and submit the required documentation along with the actual projected costs. However, if students plan to travel together and share expenses, they should submit their forms at the same time. **The Application MUST be signed by the Department Head and a budget number provided PRIOR to submittal to the Graduate College.** The Graduate College will send notification regarding travel funding to the student(s) two weeks prior to the conference date. If multiple students are attending the same conference, they will be notified as a group with a single email.

Please read all instructions and provide all required documentation as noted on the link below entitled *Graduate Student Travel Funding Application*. **Applications submitted without the required signature, budget number, and documentation will not be processed.**

Download the [Graduate Student Travel Funding Application](#) (Word Doc)

GRADUATION (Op3.19-10)

The deadline for the Application for Graduation is the first week of the semester in which the student plans to graduate. A student is advised, however, to apply in advance of the semester that they intend to graduate.

1. Complete the online Graduate Application to Graduate located under the Academics Tab, Commencement Channel, in [My Missouri State](#).
2. Students should work closely with the advisor to ensure that all of the degree requirements are met.
3. Students who have completed all course work and are only working on their research component **MAY** sign up for **GEN 798 (Active in Research)**. This zero-credit course offered at a reduced fee (\$75) allows the following:
 - access to the library, including online services such as interlibrary loans, MOBIUS, and restricted access databases.
 - opportunity to purchase a parking permit; and
 - access to computer services and campus email.

GEN 798 is graded as "P" (pass) or "N" (if the student discontinues participation and is dropped from the course). A special permission form is required which includes approval by the student's advisor, department head, and the Graduate College.

GRADUATE COLLEGE DEGREE REQUIREMENTS

To complete a master's or specialist degree, a candidate must:

1. Complete the minimum number of credit hours required for the graduate program. Keep in mind that courses taken for undergraduate credit may not be used on the Program of Study for a master's or specialist degree.
2. Complete at least one-half of the minimum semester hours in courses numbered 700 or higher, which signifies that there are no undergraduate parallel courses associated with them. Graduate courses provide graduate-level experience and differ from undergraduate courses in the expectations/requirements.
3. No more than 49% of the required semester hours may be fulfilled by combining senior permission (up to 12 hours), courses taken prior to admission to the program (up to 30%), transfer (up to 30%), and assessment of prior learning;
4. Attain a grade point average of at least 3.0 on all graduate work utilized in the degree program that includes Missouri State University and transfer courses;
5. Satisfy a research requirement;
6. Pass a comprehensive examination;
7. Meet all additional program-specific degree requirements; and
8. Complete all requirements within an eight-year period (exclusive of time spent in the U.S. Armed Forces).
9. Each student is responsible for being informed and understanding the cost of their program of study. Students can gain this information from reviewing details on the MSU website (<http://www.missouristate.edu/costs/>) or speaking directly with the MSU Financial Aid office.

PROGRAM COST

Each student is responsible for being informed and understanding the cost of their program of study. Students can gain this information from reviewing details on the MSU website (<http://www.missouristate.edu/costs/>) or speaking directly with the MSU Financial Aid office.

For official tuition rates, per credit hour costs or fee explanations, please refer to the [detailed tuition and fees](#).

Specific cost for the Master of Athletic Training program is outlined below.

Program Fee	\$1,500	
Health Care Differential Tuition		\$1,830
Travel cost – local, integrated (gas, bus pass, etc.)		\$ 200.00*
Travel cost – external, immersive (lodging, gas, etc.)		varies **
Flu vaccine (free at Taylor Health)		depends on Dr. and insurance
TB test (2 skin, 1 blood, or 1 chest x-ray)		depends on Dr. and insurance
Potential One-time cost		
Hepatitis B shots (series of three)		varies based on Dr. and insurance
Physical Examination		depends on Dr. and insurance
Other potential cost		
Books	average	\$500 per
semester		
Housing		depends on student situation

Fee descriptions

Program Fee - \$250 per semester (summer, fall, spring) covers costs associated with initial Background Check, initial Drug Test, NATA membership dues, nametag, course and clinical practice supplies, clothing, and liability insurance. The fee may cover (depending on your choice of health care provider) a physical examination and annual TB tests and select immunizations.

Health Care Differential Tuition - All “ATC” graduate courses (61 credits) charge a \$30 differential fee in addition to the basic per credit hour cost.

Travel cost – local - *Off-campus integrated experience cost varies by site location and student’s situation; every student will be assigned at least one integrated experience off campus.

Travel cost – external - ** Immersive cost will vary by site and student’s situation, at least one, 8-week immersive experience will occur outside of the Springfield area.

AID OPPORTUNITIES

SCHOLARSHIPS FOR GRADUATE STUDENTS

For a complete listing, refer to the [Scholarships for Graduate Students](#) web site.

In addition to the funding opportunities provided by the University, the Master of Athletic Training program offers several aid opportunities.

See AT Scholarships at <http://sportsmed.missouristate.edu/Scholarships.htm>

- Missouri State University offers various funding opportunities for graduate students. These include financial aid (loans, grants, and work-study), scholarships, graduate assistantships, and student employment. More details at <http://www.missouristate.edu/costs/> and <https://graduate.missouristate.edu/catalog/assistance.htm>

FEDERAL FINANCIAL ASSISTANCE

For a complete listing of all federal financial aid available, eligibility, and procedures, refer to the [Financial Aid Office](#) web site.

VETERANS BENEFITS AND SERVICES

Missouri State University is approved for certification of students eligible to receive educational assistance (G.I. Bill) from the U.S. Department of Veterans Affairs (DVA). For more information, refer to the [Veterans Student Services](#) web site.

STUDENT EMPLOYMENT SERVICE

The Student Employment Office maintains an active file of permanent and temporary part-time jobs as well as a few full-time employment opportunities. For more information, refer to the [Student Employment Service](#) web site.

CLINICAL EXPERIENCES IN ATHLETIC TRAINING

Clinical experience is a vital portion of the AT Program. 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 in which the students have not received instruction either in class or by their current preceptor.

MASTER OF ATHLETIC TRAINING PROGRAM CLINICAL SEQUENCE GUIDE

Clinical requirements within the clinical plan include the required CAATE patient populations and specific program expectations. These clinical requirements include:

- throughout the lifespan
- patients of non-sport activities
- football or equivalent
- supplemental experience
- varying levels of activity/ athletic ability
- different sexes
- high school, college, clinic
- heat acclimatization
- external immersive
- different socioeconomic statuses

The table provides an overview of the clinical plan, and the type of experiences students complete.

Semester	AT Courses	Clinical Experience	Rationale
Summer 1	ATC 601 Foundations of Athletic Training ATC 602 Foundations of Therapeutic Intervention ATC 604 Clinical Skills in Athletic Training	None	The first semester is utilized for foundational skill instruction, professional socialization, and clinic education orientation.
Fall 1	ATC 622 Athletic Training Practicum I ATC 623 Patient Evaluation I ATC 633 Therapeutic Interventions I ATC 631 AT Integrated Lab I ATC 732 Research Methods for the Health Professions	Collegiate or high school with football* 16 weeks integrative *or equivalent	Summer 1 and Fall 1 course work focuses on prevention, injury recognition/evaluation, immediate and emergency care. Students are assigned to a preceptor in a collegiate or a high school football clinical experience. A football experience is selected to provide a sport team setting with high-risk of injury. Placement in the fall with a site having football allows the students to complete the football and heat acclimatization requirement.
Spring 1	ATC 682 AT Practicum II ATC 653 Patient Evaluation II ATC 663 Therapeutic Interventions II ATC 671 AT Integrated Lab II ATC 640 Evidence-Based Practice ATC 752 Pharmacological Issues in Athletic Training	College or high school 16 weeks integrative	Students will be assigned a preceptor in a high school (if they were in a college setting in fall) or college experience (if they were in a high school in the fall). The intent is to allow students to complete the high school and college program requirement and ensure students have been exposed to a variety of sexes, SES, and levels of activity and abilities. It continues to place students in sites consistent with coursework focusing on prevention, injury evaluation, and immediate/emergency care. Additionally, students complete a supplemental experience (typical surgery center) as it correlates to the rehabilitation techniques taught during the fall and spring 1 semesters.
Summer 2	ATC 713 AT Practicum III ATC 712 AT Leadership Concepts and Practice ATC 711 Problem Based Practice	Focused on Completing remaining clinical requirements 8 weeks immersive	Student placements are based on previous coursework completed, previous experiences completed, remaining program requirements, and student goals. Students and program faculty work collaboratively to establish this assignment.
Fall 2	ATC 724 AT Practicum IV ATC 734 Professional Development and Leadership	Focused on completing remaining clinical requirements	Student placements are based on previous coursework completed, previous experiences completed, remaining program requirements, and student goals. Students and program faculty work collaboratively to establish this assignment.

	ATC 747 Medical Conditions in AT ATC 711 Problem Based Practice	First 8 weeks immersive; 2 nd 8 weeks integrative	During the second 8 weeks of the semester, some students will also complete the emergency department supplemental experience.
Spring 2	ATC 784 AT Practicum V ATC 741 Therapeutic Interventions III	Focused on completing remaining clinical requirements	Student placements are based on previous coursework completed, previous experiences completed, remaining program requirements, and student goals. Students and program faculty work collaboratively to establish this assignment.
	ATC 773 Athletic Training Seminar ATC 791 AT Research Project ATC 711 Problem Based Practice	1 st 8 weeks integrative 2 nd 8 weeks immersive	During the first 8 weeks of the semester, some students will also complete the emergency department supplemental experience.

AT Clinical education experiences are classified as integrated or immersive.

Integrative experiences: In these experiences’ students are expected to work with their preceptor to develop a schedule that allows for 14–20 hours a week of clinical experiences. During this time, students will also be enrolled in both synchronous and asynchronous courses. Students may be required to be in attendance during periods when regular university classes are not in session. Employment outside of the program must not interfere with scheduling of clinical hours.

Immersive experiences: The program requires 3, 8-week immersive experiences. Students must reach a minimum of 280 hours (no less than 35 hours per week) in the 8-week experience. However, students are expected to follow the full work schedule of their assigned preceptor to ensure the student can experience the totality of care provided by athletic trainers. The experience/schedule must allow the student to participate in the day-to-day and week-to-week role of the AT but not adversely affect students’ academic progression. Program goals for these experiences are in a preferred/career setting, one experience in an emerging/non-traditional setting, and one experience external to MSU’s integrated clinical settings. Students may be required to be in attendance during periods when regular university classes are not in session. Employment outside of the program must not interfere with scheduling of clinical hours and is discouraged during immersive experiences.

HOW CLINICAL ASSIGNMENTS ARE DETERMINED

AT clinical assignments are completed with varied client/patient populations during the final five semesters of the program (fall 1, spring 1, summer 2, fall 2, spring 2). These assignments include opportunities with clients/patients throughout the lifespan (for example, pediatric, adult, elderly), of different sexes, with different socioeconomic statuses, of varying levels of activity and athletic ability (for example, competitive and recreational, individual and team activities, high-and low-intensity

activities), and who participate in non-sport activities (for example, participants in military, industrial, occupational, leisure activities, performing arts settings). Additionally, these clinical practice opportunities should include a minimum of one (pre-season heat illness management experience, interprofessional experience, and experience with protective equipment). During each experience, we strive to ensure that students gain experience with patients with a variety of health conditions.

Clinical assignments are made based on course sequencing, site availability, and student educational needs. Students are informed of the clinical plan and associated program and accreditation requirements during orientation in summer 1. Program faculty have regular communication with the students on the development of their clinical plan based on program/accreditation requirements, site availability, and their career interests. During the first year (fall and spring), students are ideally assigned to a preceptor working with high school or college football (goal – a pre-season heat illness management experience; protective equipment experience, exposure to emergency and basic AT clinical skills). In the rare case a student is not assigned a preceptor working with football in the first year, he/she will be required to gain this experience in a subsequent summer or fall semester. If a student's fall assignment is with a preceptor at the college level, the student will ideally be with a preceptor at the high school level in the spring.

Students may gain experience in a clinic (outpatient, rehabilitation) setting beginning with the summer semester of the second year. Students who are not assigned a clinic setting in the summer, will gain the experience in the fall or spring. Student goals and career aspirations help inform the timing of the clinic based clinical assignment. For example, if a student plans to work with collegiate football, an effort will be made to place them with college football during his/her second-year fall. This would result in the student being assigned the clinic setting in the summer or spring of year two. The program identifies a clinic setting as one where the majority of the preceptor job role is focused on rehabilitation of surgical and non-surgical patients.

Interprofessional experiences will be integrated into all aspects of the clinical plan. All students will complete a rotation with Mercy ED. If this ED rotation is not available, a suitable replacement will be provided for the students. Students will gain other interprofessional experiences with sites such as family physicians, sports medicine physicians, surgical center staff, strength and conditioning personnel, and high school nurses through the clinical education plan.

CLINICAL/DIDACTIC CROSSOVER

Summer one: Students do not complete clinical experiences. As part of the ATC 601 course, students complete 10 hours of clinical observation to assist with program and professional socialization. During these observations, students are asked to spend their time observing the environment, the culture, and how the AT interacts with other ATs (Athletic Trainers), coaches, supervisors, patients, etc. The focus is on socialization and becoming comfortable learning in a clinical setting before starting the first AT clinical experience.

Fall one: Students are assigned to their first clinical experience (16-weeks, integrated rotation, one preceptor, typically a high school or college football setting). This experience is with a preceptor in a setting that will expose students to the types of situations that allow them to continue to practice and

apply the skills learned in the first summer semester of classes and current classes. Students continue their education of this knowledge and skills via their clinical experiences.

Spring one: Students are assigned to their second clinical experience (16-week, integrated rotation, one preceptor, typically high school, or college setting). This experience is typically with a preceptor in a setting that will expose students to the types of situations that will allow them to continue to practice and apply the skills learned in the first fall of classes, the current semester classes, and continue to strengthen skills learned in the first summer semester. Students continue their education of this knowledge and skills via their clinical experiences.

Summer two: Students are assigned to their third clinical experience (8-week, immersive experience). This is the student's first immersive experience. This experience will fulfil one of the three preferred immersive types (external, career choice, emerging/non-traditional). Many students work with the CEC to plan this summer semester as their external immersive experience. This experience is typically with a preceptor or setting of the student's choice within program requirements. The setting and preceptor must meet all program requirements (qualified and trained preceptor, affiliation agreement, supervision, etc.). The clinical experience must complement the student's didactic education and allow the student to strengthen clinical skills, especially areas of identified weaknesses.

Fall two: During the second fall, students complete 2 AT clinical assignments - 1 immersive and 1 integrated. The first 8 weeks are an immersive experience. The student and the CEC work together to establish the best setting and preceptor. The second, 8-weeks of the semester will be an integrated experience. This experience will serve to fill any gaps in the student's clinical experiences. If a student has had the opportunity to experience all required settings/experiences, then this integrated rotation may be based on the student's expressed setting type or and will serve to strengthen previous experiences.

Spring two: For the final spring semester, students complete 2 AT clinical assignments -1 immersive, 1 integrated. The first 8 weeks are an integrated experience. This experience will serve to fill any gaps in the student's clinical experiences. If a student has had the opportunity to experience all required settings/experiences, then this final integrated rotation may be based on the student's expressed setting type or and will serve to strengthen previous experiences. The second, 8-weeks of the semester will be an immersive experience. The student and the CEC work together to establish the best setting and preceptor.

CLINICAL ASSESSMENT

Students are clinically evaluated on the assigned skills/standards by their preceptor via the Preceptor Assessment Clinical Skills Form (PAS). In general, these forms contain the clinical standards taught and assessed in the prior semester's didactic courses. Having these skills clinically assessed the semester after being taught and assessed didactically allows students to apply what they have learned and advance their understanding and ability to apply clinically before being clinically assessed. Each student is also required to document his/her self-evaluation of their ability on the Student Self-Assessment Clinical Skills Form (SAS). Some standards may not occur in the clinical setting with a real-life patient. In these situations, the preceptor and student should role-play or simulate scenarios to provide opportunities for the preceptor to assess the student. Assigned standards not assessed by the preceptor through real-

life experiences, role-playing, or simulation will need to be assessed by another preceptor, the practicum instructor, or another AT faculty member.

Additionally, the core curriculum competencies (56-68) will be evaluated twice per experience via the Core Competency Forms (PAC and SAC).

Assessment Benchmarks

Students are expected to earn a 2 or higher on each assigned clinical skill/standard by the end of the semester. Students are expected to receive a 1 or higher on the Core Competencies (PAC) by the end of the fall 1 and spring 1, a 2 or higher by the end of the summer 2 and fall 2 semesters, and a 3 by end spring 2 semester. Students are required to continue to work with a preceptor, the practicum instructor and/or clinical coordinator on a given standard (PAC and PAS) until the benchmark is met.

As the CAATE curricular standards continue to evolve and as the program obtains more data on these assessment methods and benchmarks, the program will continue to evaluate and adjust as necessary these benchmarks and policies to ensure quality outcomes.

CLASS AND CLINICAL EXPERIENCE ATTENDANCE

Clinical experiences in the AT Program are a required component of the ATS's education and will be a scheduling priority. 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. 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 AT Program. Students may be required to be in attendance during periods when regular university classes are not in session.

INTEGRATED EXPERIENCES

1. The student's first academic responsibility is to attend all program courses the student enrolls in each semester. AT students are required to attend all class sessions. 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. Regarding personal illness and emergencies with immediate family members, the preceptor may determine excused clinical absences for all assigned students (see "Recording of Clinical Experience Hours" policy).
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.

IMMERSIVE EXPERIENCES

1. The student's first scheduling priority is to attend all scheduled clinical experiences as established in collaboration with the immersive experience preceptor. Outside activities may not supersede a clinical experience unless the preceptor has given the student an excused absence for the session. Regarding personal illness and emergencies with immediate family members, the preceptor may determine excused clinical absences for all assigned students (see "Recording of Clinical Experience Hours" policy).
2. While academic work during the immersive experience is still a priority, no didactic requirement shall interfere with the established clinical experience schedule.
3. The student's final responsibility is to all other activities outside the clinical and didactic requirements (e.g., jobs, student organizations, social activities, etc.). Any student who fails to follow the proper procedures for requesting excused absences from a clinical experience may be subject to AT Program, course, and/or clinical experience disciplinary actions.

Students who do not meet the clinical attendance expectations will be subject to the program reprimand policy.

SUPERVISION OF ATHLETIC TRAINING STUDENTS

During all AT clinical experiences, preceptors and/or clinical supervisors must provide appropriate supervision of assigned students. Supervision should "occur along a developmental continuum that allows a student to move from interdependence to independence based on the student's knowledge level and skills as well as the context of care. Preceptors must be on-site and have the ability to intervene on behalf of the athletic training student and the patient. Supervision also must occur in compliance with the state practice act of the state in which the student is engaging in client/patient care" (CAATE, glossary)

Another AT Program affiliated preceptor may 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 AT clinical experience. The student's assigned preceptor should coordinate these additional supervised experiences and will be responsible for the student's evaluations and actions.

STUDENT CLINICAL HOURS

The program carefully monitors and documents student clinical hours. Once clinical assignments are made by the Clinical Coordinator (in conjunction with the Program Director and site coordinators), students are expected to contact their preceptor to develop an appropriate clinical schedule. 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 AT 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 AT 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 consider appropriate requests for these excused absences).

INTEGRATED EXPERIENCES

For integrated clinical experiences, the student and preceptor are to follow the “Required Clinical Assignment” policy when developing this schedule. During integrated clinical assignments, students and their preceptor are to develop a weekly schedule to allow 14-20 hours a week.

- Weekly schedules should be developed which are within the range noted. Students are allowed a two-hour grace period in which they can exceed their scheduled hours as result of unanticipated events such as overtime, weather delays, etc. However, schedules should initially be developed within the hour range and the grace period used only for unanticipated factors. Hours accrued traveling to and from a clinical experience cannot be counted as clinical experience hours. Only those hours when the student is supervised and providing patient-care services or other activities directly connected to their clinical experience requirements and AT education. Occasionally, weekly schedules may be less than the minimum 14 hours in cases such as short weeks due to holidays, off-season, and lack of legitimate clinical education opportunities.

Students should be proactive on developing a schedule that keeps them consistently engaged in their clinical experience and is in alignment with the program’s hour policy of 14-20 hours a week. This range allows for a student to meet the clinical requirement of a minimum of 224 hours for a 16-week integrated experience. Students completing an 8-week integrated experience will be required to complete a minimum of 112 hours during their experience. Failure to meet the minimum semester total will result in a grade reduction for the student’s final grade in the course based upon the percentage of hours completed.

Practicum Grade Reduction Policy

	16 Week Experience	8 Week Experience
One Letter Grade	>224-201	>112 – 100
Two Letter Grade	200-179	99-89
Three Letter Grade	178- 156	88-78
Automatic Failure	>156	>78

Students can request an override to the maximum number of clinical hours for a specific week(s). Requests are required for students who want to develop a weekly schedule that will exceed the hour limit (not including the 2-hour grace period). The request for the override must be made in person with the Clinical Coordinator. Requests must be made prior to the beginning of the week the student is requesting to exceed the hour limit. Requests to exceed the hour limit are intended for special scenarios such as a tournament or special event. Requests are not intended for students to regularly exceed the hour limit for routine clinical experiences except in special cases such as a student with a low credit hour load.

Approval by the Clinical Coordinator of the student's request will be based upon factors such as the student's academic responsibility and justification for the request.

When classes are not in session, students will be limited to a maximum of 40 clinical experience hours per week for an integrative experience. The 40-hour limit will exist for only those breaks that occur over the entire weekly recording hour period (see "Recording of Clinical Experience Hours" policy). If the break occurs within the fall or spring semesters and it does not last for an entire week, the student must follow the clinical hour policy. In addition to the stated policy, the program encourages students and preceptors to ensure the schedule they create does not adversely affect the student's progression through the program.

IMMERSIVE EXPERIENCES

Immersive clinical assignments are practice-intensive experiences that allow the student to experience the totality of care provided by athletic trainers. Therefore, the number of hours will vary from site to site and student to student. The student is required to reach a minimum of 280 hours at the end of each 8-week immersive experience (based on an average of 35 hours a week). The program expects students to be present in the clinical assignment when the preceptor is present. If students are unable to reach the minimum hours due to preceptor schedule, the student will be expected to supplement their experience with other approved healthcare providers at the site. Any additional activities (i.e. employment) outside of the program must not interfere with scheduling of clinical hours and is discouraged during immersive experiences. Additionally, the program encourages students and preceptors to ensure the schedule they create does not adversely affect the student's progression through the program. During immersive experiences, students are expected to participate in full-time hours for the given preceptor/site. Failure to meet the minimum semester total will result in a grade reduction for the student's final grade in the course based upon the percentage of hours completed.

	Immersive 8-week Experience
One Letter Grade	>280-252
Two Letter Grade	251-224
Three Letter Grade	223-196
Automatic Failure	>196

DOCUMENTATION OF CLINICAL EXPERIENCE HOURS POLICY

Clinical hours are required to be documented by the student via E-value. Students are encouraged to log clinical hours daily. The student's assigned preceptor verifies and approves the clinical experience hours in E-value indicating that the student's recorded hours are accurate.

Although all students and preceptors are informed of the program's required clinical experience hour policy, the AT Program recognizes that events can occur during a clinical experience that are beyond the control of the student and/or preceptor (e.g., medical emergencies, event overtime, weather, etc.). Adjustments to the remaining weekly schedule should be made if a student accumulates more hours than

scheduled. As noted previously, students are given a two-hour grace period before they violate the AT Program's hour policy.

Hours submitted in E-value will be periodically reviewed by the AT Program faculty for adherence to the hour policy. Concerns noted with review of hours will be communicated with the student and any other involved individuals. Repeated violations or blatant violations of the hour policy may be addressed with disciplinary action per the reprimand policy and University academic integrity policy.

CLINICAL ENGAGEMENT REQUIREMENTS

Students must have all program and site-specific requirements completed prior to beginning any clinical experience. Non-compliance with these onboarding requirements may put students at risk of not completing related course assignments, clinical assessments, and minimum required clinical hours. Students who have a delay in the start of a clinical experience are responsible for meeting all course and clinical requirements. The following are the clinical requirements for beginning an experience:

- Background check
- Drug test
- BBP Training*
- FERPA Training*
- HIPAA Training*
- CPR Certification*
- Flu Shot*
- TB Test*
- Program required Immunizations
- Liability Insurance*
- OIG Clearance
- All Site Specific On-boarding Requirements (Mercy, Cox, External Site Approval) - Per Site

*Indicates to be updated annually

EXTENDED ABSENCE FROM AN ASSIGNED CLINICAL EXPERIENCE

Participation in AT 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. 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.

It should be noted that completion of the clinical experience requirement fulfills only one phase of the practicum course. Failure to successfully complete all components of the course will result in the student's progression being altered or the student being removed from the program.

The athletic training program is primarily concerned with the quality and quantity of the student's clinical experience.. Students are expected to create a clinical schedule with their preceptor during their site

orientation. Students are expected to meet the clinical hour engagement as stated in the Clinical Hour Requirement sections of this handbook. Students must request permission for extended absence from their clinical experience. These absences may be foreseen or unforeseen. These absences may be due to personal illness, family emergencies, military services, etc. These requests will be reviewed for approval or denial by the program director. Absences of one week or more in an 8-week experience and 2 weeks or more in a 16-week experience may result in an incomplete or failure of the related 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 contact the clinical 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. If the student is allowed to remain in the academic program the student will be required to repeat the failed clinical experience the next time it is offered before they are allowed to progress in the didactic and clinical program sequence. Program dismissal is possible for failing some or all program retention criteria in a specified time or manner.

STUDENT TRAVEL TO AN INTEGRATED CLINICAL EXPERIENCE SITE

Students will be given the opportunity to gain clinical experience at a variety of locations. In many 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 relocates to a different local area, the student will be responsible for his/her travel to and from the clinical experience for that specific event. For example, if a Springfield high school athletic team travels to another Springfield high school for an athletic event, the student will be responsible for travel to and from the athletic event and not just to the clinical site of the assigned clinical experience. If the student's clinical experience travels to an event outside the city of Springfield or the outlying high school clinical sites, the student's clinical site will be responsible for travel to and from the event. For example, if a Missouri State 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 during this trip.

*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.

STUDENT TRAVEL TO AN IMMERSIVE CLINICAL EXPERIENCE SITE

Students will be given the opportunity to gain immersive clinical experience at a variety of locations. In many cases, the clinical setting may be outside of the local area, state or even country. Students will be responsible for all expenses associated with relocation and housing incurred during the immersive clinical experience.

STUDENT TRAVEL TO A CLINICAL EXPERIENCE SITE IN ADVERSE WEATHER POLICY

In the event of inclement weather or hazardous road conditions, each student must determine if he/she can safely travel to the clinical site. Students should inform their preceptor in as much of advance as possible if they are unable to attend due to weather. 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. 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. Preceptors 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, preceptor, and institution to potential liability. Assisting an injured/ill patient to the facility's on-site athletic training facility is exempt from this policy.

FORMAL STUDENT REPRIMAND POLICY

Athletic training students are expected to adhere to all handbook, clinical site, University, CAATE, and practicum course syllabus policies while acquiring clinical experiences. Preceptors and AT faculty/staff who suspect a student violating a policy should address the issue with the student. In many cases, the violation may be minor and unintentional and can be addressed with a discussion with the student. If the policy violation is of greater concern (intentional, habitual, damaging, etc.), then the preceptor or faculty/staff member is to submit the Reprimand Notice (see appendix) within three (3) days of becoming aware of the violation. The Reprimand Notice is to be submitted to the Clinical Coordinator, Program Director, and/or practicum instructor. Upon review of the Reprimand Notice, if it is determined to be a policy violation, the student may receive a 25-point deduction in his/her current practicum class point total. Repeat violations or violations considered detrimental to the program will result in a face-to-face meeting with the Program Director and Clinical Coordinator. The intent of the meeting is to address the policy concern and find resolution to the issue. There may be cases in which the policy concern is of high enough significance and may result in the student being removed from clinical experiences, placed on program probation, or program dismissal. Students may appeal the Reprimand Notice and must do so by submitting an e-mail to the Clinical 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.

ADDITIONAL MAT PROGRAM POLICIES

ADVISORS

Each student is assigned an advisor, who is a member of the AT program faculty. Students should initially meet with their advisor no later than the first full week of coursework. Advisors should also be contacted at the first sign of difficulty. Addressing problem areas early allows for time to review progress, perceptions, performance, etc. Each faculty member has office hours for course consultation or advisement. It is best to make an appointment by e-mail, telephone, or immediately following class. Reassignment of an advisor may occur at any time by submitting a written request to the Department Head.

ALCOHOL, USE OF

For individuals of legal age, use of alcohol should only occur during non-working hours when its use will not interfere with job performance. ATs 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 Missouri State 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.

AT FACULTY

MAT faculty offices are located in 160 on the first floor, at the end of the hall, of the Ann Kampeter Health Sciences Hall (KMPT). Please consult the program administrative assistant, individual faculty, and/or course syllabi for posted office hours.

ATTENDANCE

The MAT program abides by the following MSU attendance policy:

<http://www.missouristate.edu/registrar/catalog/attendan.html>

The MAT program follows the University calendar for vacations and holidays. Students are expected to demonstrate timely attendance to all class and labs. Clinical experiences/ requirements may take place over university holidays. Students must speak with their clinical supervisor to determine the schedule during these university breaks.

DRUG TESTING FOR MAT

All students must submit a record of a “clean” drug test completed prior to beginning clinical assignments in the MAT program. While this is typically a one-time 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.

GAMBLING

As a supporting member of an athletic environment, you have knowledge that is of great value to gamblers and game enthusiasts. Any of the following activities may result in severe disciplinary action or termination.

- Providing any information (e.g., reports concerning team morale, game plans, injuries to team members) to any individual that could assist anyone involved in organized gambling activities.
- Making a bet or wager on any intercollegiate athletic contest.
- Accepting a bet or a bribe or agreeing to fix or influence illegally the outcome of any intercollegiate contest.
- Failing to report any bribe offer or any knowledge of any attempts to “throw,” “fix” or otherwise influence the outcome of a game

GRADING SCALE

The AT program utilizes the following grading scale in all courses with an ATC prefix. A=90-100%; B = 80-89%; C = 70-89%; D=60-69%; F = 59 or below. Students should refer to the specific course syllabus for grading scales of instructors/courses outside of the AT program.

LEAVE OF ABSENCE AND READMISSION

Students may be granted a MAT program leave of absence in cases of illness or other extenuating circumstances. Students are required to submit to the Program Coordinator a letter detailing the length of leave requested and the reason for the request. The letter will be reviewed by the MATC faculty. The student will be informed of the status of their request within 15 business days. If a leave of absence is granted, faculty will work with the student to determine any remedial work that must be completed prior to the student being allowed to re-start in the MAT program. This leave of absence and readmission applies only to the MAT program.

LIBRARIES

<http://library.missouristate.edu/meyer/index.htm>

A current Athletic Training Subject Guide can be accessed through the Meyer Library at <http://guides.library.missouristate.edu/sportsmed>

PERSONAL APPEARANCE POLICY

The MSU AT Program strives to create a professional image that is consistent with the public’s expectation of a healthcare professional. Professional appearance includes grooming, hygiene, and dress. Individual dress should always reflect a professional appearance to foster a professional atmosphere. Each clinical site may have specific policies regarding personal appearance and dress which will be covered during the specific clinical site orientation. Following are the standards for all clinical sites:

- Name tags **are required** at all sites and should be worn so that a student’s name is visibly recognized. Name tags must be clipped to the shirt collar or hanging from an AT Program-approved lanyard.
- Dressed appropriately as outlined in the clinical setting’s expectations

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

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 AT education a priority above work. Those who find it necessary to work should not work a long or stressful shift immediately preceding a scheduled clinical assignment. A student who is deemed unsafe or unable to provide quality of care by the preceptor 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 experience obtained.

The ATS 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 MSU. The athletic training student is not to perform any task on the basis of being an athletic training student at MSU while employed outside of the AT Program experiences.

PROFESSIONAL ORGANIZATIONS

Board of Certification – for the athletic trainer (BOC) - <http://www.bocate.org>

The Board of Certification, Inc. (BOC) was incorporated in 1989 to provide a certification program for entry-level Athletic Trainers (ATs). The BOC establishes and regularly reviews both the standards for the practice of athletic training and the continuing education requirements for BOC Certified ATs. The BOC has the only accredited certification program for ATs in the US.

BOC Mission is to provide exceptional credentialing programs for healthcare professionals to assure protection of the public.

Commission on Accreditation of Athletic Training Education (CAATE) - <http://caate.net>

The Commission on Accreditation of Athletic Training Education (CAATE) is a 501 (c)(3) non-profit organization currently incorporated in the State of Texas. Filings of incorporation are available through the Texas Secretary of State. The CAATE is recognized as an accrediting agency by the Council of Higher Education (CHEA). CAATE's mission is the defining, measuring, and continually improving AT Education

Missouri Athletic Trainers' Association (MoATA) - <http://www.moata.net>

The Missouri Athletic Trainers' Association (MoATA) is the [professional organization](#) for athletic trainers in the state of Missouri. The MoATA directly serves its members by promoting the profession through communication, education, and [advocacy](#). The MoATA indirectly serves the people of Missouri via its commitment to advancing the health care provided by athletic trainers. The Missouri Athletic Trainers' Association (MoATA) is the professional organization for athletic trainers in the state of Missouri. The MoATA directly serves its members by promoting the profession through communication, education, and advocacy. The MoATA indirectly serves the people of Missouri via its commitment to advancing the health care provided by athletic trainers

National Athletic Trainers' Association (NATA) - <http://www.nata.org>

The mission of the National Athletic Trainers' Association is to represent, engage and foster the continued growth and development of the athletic training profession and athletic trainers as unique health care providers.

HAZARDOUS WASTE AND INFECTION CONTROL POLICY –

All students receive BBP training in ATC 604 and during site-specific clinical in-services sessions prior to beginning their clinical assignments. Additionally, students are required to view an online OSHA training module and successfully pass a quiz annually (ATC 604 and ATC 713). Copies of the completed quizzes must be placed in their e-value portfolio. The OSHA module and quiz can be found on the Blackboard site for each course.

HEALTHCARE PROVIDER CPR AND AED

All students in the MAT 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 covered in ATC 604 and lead to certification. The MAT Program will offer a recertification course each spring semester. This will be a one-time 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 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 upload a copy of their certification card to E-value.

HEPATITIS B VACCINATION

ATS must present sufficient documentation of having received the HBV vaccination or sign a waiver of the procedure prior to starting a clinical assignment in the AT Program. The vaccination is a three-step process. The student should receive the second shot one-month after the initial shot. The final shot is given 4-6 months after the first dose. The student must present a valid shot record, sign a waiver, or begin the series of shots before they begin their first clinical rotation.

- A copy of a consent form and declination waiver can be found in the Student Forms section.

NATA CODE OF ETHICS

The current version of the NATA Code of Ethics can be found at <http://www.nata.org/codeofethics>.

PROGRESSION, ACADEMIC

The MAT program is a six-semester progressive curriculum. The curriculum has been specifically designed to prepare students to become a certified athletic trainer.

Therefore, each MAT student must follow the planned curriculum. MAT students may have no more than 15 semester hours of graduate work below a grade of "B" and no hours of graduate work below a "C-" at the close of any semester.

Students who receive a C- or below in an ATC course must repeat that course or in conjunction with their committee must modify the plan of study and receive a grade of “C” or higher to progress in the program. Given that the “ATC” courses are only offered once a year, earning a C- or below in an ATC course may require a student to repeat a year within the program. Students in this situation must work with their committee to determine a plan for progression.

The AT program retains the right to consider extenuating circumstances relative to all program requirements (admissions, retention, course prerequisites, etc.) and *may* alter one or more requirements for admission and program progression. Should a student’s sequence be interrupted for any reason, that individual must meet with the MAT Program Director to determine the course of action. Student progression decisions will be made on an individual basis, taking the situation and evidence of extenuating circumstances into consideration.

Students must demonstrate acceptable levels of maturity and integrity, as well as behaviors and attitudes normally expected of healthcare professionals (as outlined in the Athletic Training Code of Ethics and Ethics Standards, AT Honor Code) and acceptable professional progression in application of skills and knowledge to continue to progress through the MAT program. Students may be placed on academic probation or dismissed from the program for not meeting the above outlined retention requirements, for a lack of adherence to the policies outlined in this handbook and/or to the University policies (MSU policy library found at <http://www.missouristate.edu/policy/>), and the judgment of the majority of the AT program faculty. Students whose conduct is a breach of ethics, standards, or policies established by the profession, program, or by the University may be dismissed.

The probationary student will be given a verbal and written warning (including cause of probation and disciplinary action if not corrected). Students will be required to sign and date this document to verify they have received the information and understand the ramifications. Disciplinary and termination procedures are found in the “*The Code of Student Rights and Responsibilities*” which may be viewed at <http://www.missouristate.edu/judicial/12331.htm>.

Students have the right to follow the University’s appeal process (http://www.missouristate.edu/policy/op3_04_28_gradeappealandacademicgrievances.htm) regarding any disciplinary sanction received. Students who fail to meet the probationary criteria or are dismissed from the program may not be eligible for readmission into the MAT program.

Please see the above “Grievances and Grade Appeals” section for the grade appeal process. Appeals of any nature should first be addressed to the instructor and every attempt made to be resolved at that level. Should that not be successful, the student should contact the following in this order: MAT Program Director; PHSM Department Head; Dean of the College of Health and Human Services; Dean of the Graduate College; and if not yet resolved, Office of the Provost at Carrington 209, phone 417-836-4589

REPORTING AN INCIDENT

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

UNIVERSAL BODY SUBSTANCE ISOLATION POLICY AND PROCEDURE

The MSU AT Program believes ATS and staff/faculty deserve to be protected from all foreseeable hazards in the clinical setting. The AT 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 have been ATS and/ or staff/faculty 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 body 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 body fluids.
- Hands and other skin surfaces will be washed immediately and thoroughly with an anti-microbial soap if contaminated with blood or other body fluids.
- Hands will be washed immediately after gloves are removed.
- All Athletic Training students 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 disposable syringes, or otherwise manipulated by hand.
- Used disposable syringes and needles, scalpel blades and sharp items will be placed in puncture resistant 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 event an investigation is required, follow-up care may be instituted.
- Orientation to the Universal Precautions will be provided for all new students prior to their clinical rotation and updates will be provided each semester for all Athletic Training students in the program.

MISSOURI STATE UNIVERSITY POLICIES

ACADEMIC INTEGRITY

The community of scholars that is Missouri State University is committed to developing educated persons. Educated persons accept the responsibility to practice personal and academic integrity. Each participant of the university community refrains from and discourages behavior that threatens the freedom and respect each member deserves. The following policies and procedures specifically address student academic integrity but recognize that student academic integrity is only part of the entirety of academic integrity in a community of scholars, and that all members of the community share the responsibility for fostering academic integrity.

You are responsible for knowing and following the university's student honor code, *Student Academic Integrity Policies and Procedures*, available at

http://graduate.missouristate.edu/assets/policy/Op3_01_Academic-Integrity-Policies-and-Procedures-07-28-2014.pdf and available at the Reserve Desk in Meyer Library. Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy.

ACADEMIC INTEGRITY AND APPEALS

<https://www.missouristate.edu/registrar/catalog/academicintegrity.htm>

COPYRIGHT INFRINGEMENT

Missouri State University prohibits the unauthorized distribution of copyrighted materials, including the use of peer-to-peer (P2P) networks. <http://www.missouristate.edu/provost/copyrightpolicy.htm>).

Applicable policies and more information may be obtained from the University's Information Security Officer, 163 Cheek Hall, Missouri State University, (417) 836-5226 or on the web at

http://www.missouristate.edu/policy/Op12_07_Information_Security.htm. The University Intellectual Property Policies can be found at

http://www.missouristate.edu/policy/G3_04_Intellectual_Property.htm.

DISCRIMINATION, HARASSMENT AND RETALIATION

CLERY ACT

<http://www.missouristate.edu/safetran/SafetyFolder/safety/annual-security.html>

Missouri State University's annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus; in certain off-campus buildings owned or controlled by the University; and on public property that is within the campus, or immediately adjacent to and accessible from the campus. The report also includes institutional policies concerning campus security, such as those concerning alcohol and other drug use, crime prevention, the reporting of crimes, sexual assault, and other matters.

NON-DISCRIMINATION STATEMENT

https://www.missouristate.edu/Policy/G1_05_NonDiscriminationPolicy.htm

MSU is a community of people with respect for diversity. The University emphasizes the dignity and equality common to all persons and adheres to a strict nondiscrimination policy regarding the treatment of individual faculty, staff, applicants, and students. In accord with federal law and applicable Missouri statutes, the University does not discriminate on the basis of race, color, religion, sex, national origin, ancestry, age, disability, or veteran status in employment or in any program or activity offered or sponsored by the University. Sex discrimination encompasses sexual harassment, which includes sexual violence, and is strictly prohibited by Title IX of the Education Amendments of 1972. In addition, the University does not discriminate on any basis (including, but not limited to, political affiliation and sexual orientation) not related to the applicable educational requirements for students or the applicable job requirements for employees.

DISCRIMINATION COMPLAINT AND INVESTIGATION PROCEDURES

[Op1.02-2 Discrimination Complaint and Investigation Procedures](#)

DRUG AND ALCOHOL -

http://www.missouristate.edu/policy/Op11_01_UniversityAlcoholPolicy.htm

Missouri State University is committed to providing a healthy, safe, and learning environment for its students, faculty, staff and guests. Abuse of alcohol and other drugs disrupts this environment and interferes with the academic and personal development of the student, and personal and professional development of University employees.

E-MAIL ACCOUNTS

The University provides e-mail access and computer availability for all students. E-mail will be used for announcements and general communication through all courses.

EMERGENCY AND SAFETY INFORMATION MSU'S SAFETY AND TRANSPORTATION

<http://www.missouristate.edu/safetran/>.

EQUAL OPPORTUNITY

<http://www.missouristate.edu/equity/>

Missouri State University is an equal opportunity/affirmative action institution and maintains a grievance procedure available to any person who believes he or she has been discriminated against.

GRIEVANCES/GRADE APPEALS

Any academic grievance regarding grades should first be made to the instructor in writing. If the grievance is not resolved, then a student may request that an assigned grade be changed in accordance with the procedures described at <http://graduate.missouristate.edu/catalog/Appeals-and-Grievances.htm>

The change must be requested prior to the end of the first semester of enrollment (excluding summer) following the term in which the grade was assigned.

MISSOURI STATE ALERT

<http://www.missouristate.edu/safetran/missouristatealert.htm>

Missouri State Alert is the University's mass notification system, which uses a variety of methods to contact students, faculty and staff in the event of an emergency or school closing.

PROTECTION OF PRIVACY/INFORMATION

http://www.missouristate.edu/policy/Op5_11_1_StudentRights.htm

Missouri State University adheres to a policy of compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA). 20 U.S.C. 1232g. Eligible students have four primary rights under FERPA including the right to:

1. Inspect their education records;
2. Consent to disclosure of personally identifiable information except to the extent that FERPA authorizes disclosure without consent;
3. Seek correction of their records, to prevent inaccurate or misleading information, and
4. file a complaint with the U.S. Department of Education if they feel their rights are being violated.

RIGHTS AND RESPONSIBILITIES OF STUDENTS

All Missouri State University students possess certain rights and privileges together with corresponding duties and responsibilities. To review the Code of Students Rights and Responsibilities, and for information pertinent to all MSU students, go to the Dean of Students Office website at <http://www.missouristate.edu/dos/> or contact the Office of the Dean of Students, 405 Plaster Student Union, Missouri State University, (417) 836-5527.

TRAVEL

Students must assume responsibility for transportation to and from any off-campus activities such as clinical experiences, classes, and travel to professional meetings. It is recommended that students have reliable transportation of their own. The University's group travel policy is stated on the University website at http://www.missouristate.edu/policy/op5_12_5_travel.htm.

TUITION AND FEES

Tuition and fees are subject to change annually. Students should obtain updated tuition and fee information prior to enrolling in courses. A summary of tuition and fees can be found at <http://www.missouristate.edu/registrar/costs.htm>. Students are encouraged to meet with a staff member from the Office of Student Financial Aid to plan for expenses - <http://www.missouristate.edu/FinancialAid/contact.aspx>.

Annual personal expenses for travel to school, housing, food, supplies, and other items will vary greatly from individual to individual.

TUITION REFUND/WITHDRAWAL

Per University policy, students who drop one or all classes (withdrawal) may receive a partial refund of tuition (or a change in their fee assessment if all fees have not been paid) provided they complete the formal drop process by the established deadlines appropriate to the length or delivery method of the class and the published academic calendar. For more information, visit the Change of Schedule (Add/Drop) policy - https://www.missouristate.edu/policy/Op3_04_10_ChangeofSchedule.htm

VIOLENCE AGAINST WOMEN ACT - FREQUENTLY ASKED QUESTIONS

<http://www.missouristate.edu/assets/human/VAWAFAQsNewHireOrientationMar72014.pdf>.

MSU STUDENT SERVICES & RESOURCES

ACADEMIC INTEGRITY

The community of scholars that is Missouri State University is committed to developing educated persons. Educated persons accept the responsibility to practice personal and academic integrity. Each participant of the university community refrains from and discourages behavior that threatens the freedom and respect each member deserves. The following policies and procedures specifically address student academic integrity but recognize that student academic integrity is only part of the entirety of academic integrity in a community of scholars, and that all members of the community share the responsibility for fostering academic integrity.

The *Missouri State University Faculty Handbook* states that course policy statements must include a statement of the instructor's policies concerning cheating and plagiarism, including consequences. An instructor's policies on academic integrity issues, while they may reflect the instructor's personal views, should also be consistent with this university policy on student academic integrity.

More specific information regarding academic integrity can be found at the Office of Academic Affairs web site <http://www.missouristate.edu/acadaff/AcademicIntegrity.html> .

Accommodation

Students with disabilities who experience or anticipate barriers to their participation are encouraged to request accommodations via the process outlined in the MSU disability accommodation policy: <http://www.missouristate.edu/disability/accommodation.htm>. The MSU Disability Resource Center (DRC), Learning Diagnostic Clinic (LDC), and the Access Technology Center are on campus resources for students with disabilities. The DRC provides resources and collaborates with students who have health related, sensory, or physical disabilities. The LDC provides resources, testing, and collaborates with students who have learning, cognitive, and psychological disabilities. The Access Technology Center provides training and assessment of individual needs, conversion of textbooks and academic materials into accessible formats, and provides specialized equipment and software; the center is able to contribute to the mission of universal design.

ADULT STUDENT SERVICES - <http://adultstudents.missouristate.edu/>

The office of Adult student Services assists nontraditional students who often have to balance family, work, and school responsibilities. Support services include advisement, placement testing, registration, scholarship, and financial aid opportunities.

BEARPASS CARD - <http://www.missouristate.edu/bearpasscard/>

The BearPass Card serves as a student's MSU identification card. The BearPass Card office is located on the bottom floor of Plaster Student Union. The BearPass card allows students to charge expenses or purchases to student accounts, deposit money on-line, gain free or reduced cost access to athletic events, and gain after-hours access to buildings that utilize a card reader. The first card is issued to students free of charge, replacement cards are \$25.

CAMPUS CONTACTS

The following university officials may be contacted to assist enrolled or prospective students with the following:

Financial Assistance Information: Director, Office of Student Financial Aid, 101 Carrington Hall, Missouri State University, (417) 836-5262.

Institutional Information: Office of the Provost, 209 Carrington Hall, Missouri State University, (417) 836-4589.

Completion or graduation rates: Office of the Provost, 209 Carrington Hall, Missouri State University, (417) 836-4589.

Security policies and crime statistics: Director, Safety and Transportation, 636 East Elm, Missouri State University, (417) 836-5509.

Informal complaints and academic concerns: Student Ombudsman, Meyer Library 116, Missouri State University, (417) 836-8343.

CAREER CENTER - <https://careercenter.missouristate.edu/>

The mission of the Career Center is to prepare students to make responsible career decisions. The Career Center can help you gain self-understanding and explore occupational options. You can take self-assessments, such as the Myers-Briggs, the Self-Directed Search, or Focus 2. Career development also includes preparing for the world of work. This includes learning how to write résumés and letters, how to conduct an effective and efficient job search, how to create a portfolio, how to research employers, and how to interview successfully.

For further information about the services offered at this center, contact the Career Center at 309 Carrington Hall, call 417-836-5636, or email careercenter@missouristate.edu.

COMMUNICABLE DISEASE POLICY

In accordance with the Missouri Department of Health and Environment and Magers Health and Wellness Center at Missouri State University, the following policies and procedures have been developed for the attainment and control of communicable diseases. Any student that is diagnosed with having a communicable disease of any form is required to be reported to the Missouri Department of Health and Environment. Students that contract a communicable disease are required to obey prescribed guidelines by his/her attending physician and the recommendations of the university affiliated physicians at Magers Health and Wellness Center. Students may not participate in clinical experiences during the time they are affected by the communicable disease and shall not return to clinical participation until allowed by the attending physician. The following communicable diseases that pertain to this policy are as follows:

COVID

AIDS

Botulism

Amebiasis

Brucellosis

Anthrax

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 (spotted 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>

COUNSELING AND TESTING CENTER

<https://counselingcenter.missouristate.edu/>

Services are provided for individuals with personal-social concerns and life-planning issues. Experienced professional counselors, psychologists, social workers, and graduate students assist clients in resolving conflicts which may interfere with their progress at the University. The center offers individual and group counseling, consultation, referrals, educational programs, and emergency/crisis services.

DEAN OF STUDENTS OFFICE

<http://www.missouristate.edu/dos/>

The primary role of the Dean of Students Office is to assist students in accomplishing personal and educational goals. This includes helping remove barriers that might make those goals more difficult to reach. Featured services from this office include free legal advice, notary services, a behavioral intervention team, and food assistance.

Disability Resource Center

Missouri State University
 Meyer Library, Suite 111
 901 S. National Ave.
 Springfield, MO 65897
 (417) 836-4192
 (417) 836-3158 fax
 (417) 836-6792 tty

DRC@missouristate.edu

www.missouristate.edu/disability

Access Technology Center

[Location: Meyer Library 11A](#)

[Phone: 417-836-4275 TTY: 417-836-6792](#)

[Fax: 417-836-3158](#)

[Website: http://www.missouristate.edu/atc/](http://www.missouristate.edu/atc/)

Learning Diagnostic Clinic (LDC)

Location: Meyer Alumni Center

Phone : 417-836-4787

E-mail : LearningDiagnosticClinic@missouristate.edu

Fax: 417-836-5475

Website: <http://psychology.missouristate.edu/lcd/>

EMERGENCY RESPONSE AND EVACUATION PROCEDURES

<http://www.missouristate.edu/safetran/erp.htm>.

The Emergency Response and Evacuation Plan establishes policies and procedures that will be employed when there exists the potential for an emergency condition, such as severe weather; an emergency situation has or is occurring; or in any situation where it is necessary and beneficial for the operations of MSU to be conducted out of a single location.

Students are encouraged to subscribe to Missouri State Alert at

<http://www.missouristate.edu/safetran/missouristatealert.htm>

GRADUATE COLLEGE

<http://graduate.missouristate.edu/>.

The Graduate College office provides information on registration, policies, commencement, assistantships, funding and rewards, research, and other resources relative to MSU graduate students.

HEALTHCARE FOR STUDENTS

<http://health.missouristate.edu/appointments.htm>

Magers Health and Wellness Center is conveniently located on the Missouri State University campus next to the University bookstore. Magers provides medical services to all members of the University community, ages 6 years and older. Patients are seen in the Magers Health and Wellness Center by appointment. A limited number of openings are available for sudden illness or injury. Students need a BearPass Card for an appointment. Students will check-in at the appointment desk and check-out with the business office cashier window. To schedule an appointment call 417-836-4000.

INTERNATIONAL SERVICES

<http://international.missouristate.edu/services/>

The Office of International Services welcomes students, faculty, and staff from all over the world and assists with admission, academics, and adapting to life in Springfield.

MULTICULTURAL PROGRAMS

<http://www.missouristate.edu/MulticulturalPrograms/>

The Office of Multicultural Programs, a unit within the Division for Diversity and Inclusion, helps multicultural students acclimate to the University and the Springfield community by providing resources for educational and occupational partnerships.

The Office of Multicultural Programs is comprised of the following components: recruitment resources and initiatives, retention programs and services, heritage education and showcases, and community outreach and relations.

This office coordinates a number of student programs established to promote the development of educated persons by enhancing their academic performance, ethical leadership, community engagement, cultural competence, and social awareness. This office is instrumental in achieving the University's goal of creating a more diverse campus.

OFFICE OF EQUAL OPPORTUNITY POLICIES

For Complete information on Missouri State University's policies on nondiscrimination, sexual harassment, and disability accommodation, please visits the web site of the Office of Equal Opportunity which can be found at

http://www.missouristate.edu/policy/g1_05_nondiscriminationpolicy.htm

Missouri State University is a community of people with respect for diversity. The University emphasizes the dignity and equality common to all persons and adheres to a strict nondiscrimination policy regarding the treatment of individual faculty, staff, and students. In accord with federal law and applicable Missouri statutes, the University does not discriminate on the basis of race, color, religion, sex, national origin, ancestry, age, disability, or veteran status in employment or in any program or activity offered or sponsored by the University. Sex discrimination encompasses sexual harassment, which includes sexual violence, and is strictly prohibited by Title IX of the Education Amendments of 1972. In addition, the University does not discriminate on any basis (including, but not limited to, political affiliation and sexual orientation) not related to the applicable educational requirements for students or the applicable job requirements for employees. This policy shall not be interpreted in a manner as to violate the legal rights of religious organizations or of military organizations associated with the Armed Forces of the United States of America. The University maintains a grievance procedure incorporating due process available to any person who believes he or she has been discriminated against. Missouri State University is an Equal Opportunity/Affirmative Action/Minority/Female/Veterans/Disability employer. Inquiries concerning the grievance procedure, Affirmative Action Plan, or compliance with federal and state laws and guidelines should be addressed to the Equal Opportunity Officer/Title IX Coordinator, Office for Institutional Equity and Compliance, Carrington Hall 205 Springfield, Missouri 65897, equity@missouristate.edu, 417-836-4252, or to the Office for Civil Rights. (Res. Board Policies No. 70-11; Bd. Min. 10-28-11.)

This institution reaffirms the principle that its students, faculty, and staff have a right to be free from sex discrimination in the form of sexual harassment by any member of the campus community as prescribed in this policy.

REGISTRAR

<http://www.missouristate.edu/registrar/>

The mission of the Office of the Registrar is to provide quality support services to students, faculty, staff, alumni, parents, and other constituents of the University. As part of this mission, our primary goal is to ensure the accuracy, integrity, and security of academic records. The Office of the Registrar supports the University's mission to develop educated individuals by interpreting, communicating, and enforcing academic policies and procedures for the benefit of the entire University community.

SEXUAL HARRASSMENT

Sexual harassment is the unwanted imposition of sexual attention, usually in the form of repeated or unwanted verbal or physical sexual advances, sexually implicit or derogatory statements made by someone in your classroom or workplace which cause you discomfort or humiliation and interfere with your academic or work performance. Sexual harassment can be committed against men or women.

Some examples include:

- sexually oriented jokes and derogatory language in a sexual nature, obscene gestures, displays of sexually suggestive pictures, unnecessary touching, direct physical advances of a sexual nature that are inappropriate and unwanted, requests for sex in exchange for grades, letters of recommendation or employment opportunities, demands for sexual favors accompanied by implied or overt threats.

If at any time an ATS feels as though they have been the victim or witness to an act of sexual harassment, they are encouraged to report the incidence to the preceptor, Coordinator of Clinical Education, or the Program Director. Any ATS found guilty of sexual harassment will be removed from the AT Program.

SPRINGFIELD AREA INFORMATION

Visit <http://www.springfieldmo.org/things-to-do/c/arts-and-entertainment> for additional events and activities in the Springfield metropolitan area.

STUDENT CONDUCT, OFFICE OF

<http://www.missouristate.edu/studentconduct/>

The Office of Student Conduct exists to serve the students of the MSU community. The office is responsible for the implementation of the Code of Student Rights and Responsibilities (see <http://www.missouristate.edu/studentconduct/12331.htm#Article1>), adjudicating alleged violations of the Code, safeguarding student rights, and dealing with emergency situations which involve students.

STUDENT DEVELOPMENT AND PUBLIC AFFAIRS

<http://www.missouristate.edu/sdpa/>

Student Development and Public Affairs is responsible for assisting the campus in achieving the goals of the Public Affairs Mission. We do so through providing grant opportunities for Public Affairs projects on campus, providing speakers for the Public Affairs Convocation series and Public Affairs Conference, and by spotlighting campus community members who live Public Affairs through their daily activities.

STUDENT DISABILITY ACCOMMODATION POLICY AND PROCEDURES

Within the guidelines set forth in this policy, Missouri State University (MSU) is committed to providing an accessible and supportive environment for students with disabilities. Equal access for qualified students with disabilities is an obligation of the University under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. SMSU does not discriminate on the basis of disability against otherwise-qualified individuals in any program, service or activity offered by the University. The University is committed to ensuring that no otherwise-qualified individual with a disability is excluded, denied services, segregated, or otherwise treated differently than other individuals because of the absence of auxiliary aids or other appropriate services; however, accommodations cannot result in an undue burden to the University or fundamentally alter the requirements essential to a program of instruction.

To request academic accommodations for a disability, contact Katheryne Staeger-Wilson, Director of Disability Services (DS), Meyer Library, Suite 11; (417) 836-4192 (voice); (417) 836-6792 (TTY); <http://www.missouristate.edu/disability>.

STUDENT OMBUDSMAN

<http://www.missouristate.edu/dos/73064.htm>

The student Ombudsman serves as a neutral party who provides assistance to MSU students. The Ombudsman provides information, receives informal academic complaints, facilitates communication, and aids in resolving academic concerns.

STUDENT SERVICES

<http://www.missouristate.edu/campuservices/studentssupport.htm>

Missouri State University provides a wide range of resources aimed at facilitating, supporting, and stimulating the intellectual, social, cultural, recreational, and spiritual growth and development of the student. Please see above website for details and resource contact information.

TUTORING

BEAR CLAW – Center for Learning and Writing: This interactive space in Meyer Library unites the resources and expertise of the faculty, library personnel, computer and information technology, the Writing Center, subject-area tutoring, and PASS (Peer Assisted Study Sessions) in an environment that fosters informal, collaborative work and social interaction. Bear CLAW tutoring services vary by subject. The Bear CLAW space is open during regular library hours. Please visit the Bear Claw website at <http://bearclaw.missouristate.edu/> for information on making an appointment.

Writing Center – The Writing Center is a free academic support service providing members of the education community a place to share work in progress with knowledgeable, attentive readers. The staff of trained tutors, all active writers, strives to empower individual writing through personalized tutoring for any project. Undergraduate and graduate students, staff, and faculty use the service for papers for their academic courses, master's thesis, creative writing, speeches, presentations, course syllabi, and articles intended for publication. Students are permitted only one appointment daily. All appointments must be made at least 24 hours in advance. Walk-ins are permitted; however, there is no guarantee they will be seen. Appointments can be made the same way subject area appointments are made. An appointment lasts up to 45 minutes.

VETERAN RESOURCES

<http://www.missouristate.edu/veterans/>.

Missouri State is home to one of the largest number of veterans and dependents on a college campus in Missouri. MSU also has about 150 veterans serving in faculty and staff positions throughout the University.

VISITOR'S GUIDE

<http://www.missouristate.edu/visitors/>

Utilize the above link for a visitor's guide to the MSU campus and community.

VOTER REGISTRATION

http://www.sos.mo.gov/elections/s_default.asp?id=voter

As a Templeton Foundation Public Affairs Institution, Missouri State University strongly encourages students to vote. If you wish to have a Greene County voter registration form mailed to you, you may call 417-836-5527. You may also register at the Dean of Students Office, Plaster Student Union 405 and the Meyer Library, Reference, and Government Information Desk

If you would like to register in another county or state, please contact the county courthouse in that county. They can provide information on registration procedures. You may also contact the Elections Office for the State of Missouri:

(573) 751-2301 (Voice)

(800) NOW-VOTE (669-8683)

(573) 526-3242 (Fax)

E-mail: elections@sos.mo.gov

If you are registered in another county and wish to vote by absentee ballot, be sure to request a ballot from the county clerk in your county in advance of the deadline. A number of notary publics are available on campus (<http://www.missouristate.edu/dos/notaries.htm>) to notarize your ballot.

Appendix

Appendix A

MAT PROGRAM REPRIMAND NOTICE

Student Name: _____ Date of Occurrence: _____

Summary of Incident:

Student signature Date

Preceptor/faculty/staff signature Date

Athletic Training Program CC or PD Signature Date

Upon submission of this document, it is understood that the AT Program student was reprimanded for behavior or actions unbecoming a representative of the MSU AT Program as detailed in the MSU AT Program Handbook. The student was properly informed of the preceptor's/faculty or staff member's decision and immediately dismissed from clinical experience for the specified date of occurrence unless another plan of action was detailed.

Appendix B
MAT PROGRAM
CONTRACT FOR THESIS/NON-THESIS

Student(s): _____

Project Title: _____

Student Responsibilities:

- Student(s) will work with faculty to develop project concept.
- Student(s) will work with faculty to develop a project timeline.
- Student(s) will be responsible for all data entry and will work with committee on data analysis.
- Student(s) will be responsible for writing the final written products and presenting the research.
- Student(s) will provide committee with access to all data sets/files throughout the research project as well as after submitting the final product.

Faculty Responsibilities:

- Faculty will review submitted student work and provide feedback within 2-3 weeks.
- Faculty will be available for student questions by e-mail and by appointment.
- Faculty must approve the final copy prior to submitting an abstract for presentation and/or a manuscript for publication.

I, the undersigned, agree to complete my responsibilities in this project as outlined above.

Student Signature

Date

Faculty Advisor

Date

Appendix C

MAT PROGRAM CONTRACT FOR THESIS/NON-THESIS PUBLICATION/PRESENTATION RIGHTS

Student(s): _____

Project Title: _____

- Student(s) will serve as lead author on any publication resulting from a manuscript submitted to faculty/committee within a 6-month period following the completion of the research requirement for the degree. Faculty/committee will serve as co-authors if they meet standard criteria for authorship. If the student(s) does not pursue publication within this period, the faculty/committee will then be free to pursue publication (with the student(s) serving as a co-author).
- The student(s) will have the first opportunity to present the research (with faculty/committee serving as co-authors). If the student(s) does not pursue presentation of the research findings within 6 months of submitting the final product, then the faculty/committee will be free to do so.

I, the undersigned, agree to the terms for publication/presentation of this project as outlined above.

Student Signature

Date

Faculty Advisor

Date

APPENDIX D

MAT PROGRAM

IMMUNIZATION RECORD AND GENERAL HEALTH STATEMENT

NAME OF STUDENT: _____

Please provide as much detail as possible – lot number, manufacture, etc. or attach a copy of detailed record

Immunizations	Dates	Details
HBV #1		
HBV #2		
HBV # 3		
TB test #1 (2 series test OR Blood test OR Chest X-ray requ		
TB test #2 (If applicable)		
MMR 2 shots or positive titer to MMR		
Tdap (within last 10 years required)		
Varicella (2 does or Positive Titer)		
COVID vaccination card (provide dates on form and copy of card)		

PHYSICIAN OR PRACTITIONER NOTE:

PLEASE CHECK ALL THE APPROPRIATE BOXES AND SIGN THE BOTTOM OF THE FORM.

By checking this box, I verify that I have examined the student and found him/her to be without evidence of active tuberculosis or other communicable diseases.

By checking this box, I verify that I have examined the student but found him/her **NOT** to be without evidence of active tuberculosis or communicable diseases

By checking this box, I verify that I have examined the student and found he/she is able to meet the technical standards of the academic program (as outlined on the technical standards and assumption of risk page).

By checking this box, I verify that I have examined the student but found he/she is **UNABLE** to meet the technical standards of the academic program. (as outlined on the technical standards and assumption of risk page).

By checking this box, I verify that I have examined the student and found him/her to be in good health

By checking this box, I verify that I have examined the student but found him/her **NOT** to be in good health

By checking this box, I verify that I have examined the student and found he/she is current on his/her immunizations.

By checking this box, I verify that I have examined the student but found he/she is **NOT** current on his/her immunizations.

Physician or Practitioner Signature / Credentials

Date

Physician or Practitioner Printed Name

APPENDIX E

MAT PROGRAM TECHNICAL STANDARDS FOR ADMISSION

The student must provide a copy of this form to the physician who completed their physical.

(Specifically, this form must accompany the assumption of risk form)

The AT Program at Missouri State 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 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 Athletic Training 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 BOC certification exam.

Candidates for selection to the Master of Athletic Training program must demonstrate:

1. The ability 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 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 AT Program will be required to verify they understand and meet these technical standards, with or without reasonable accommodation. Missouri State University is committed to providing an accessible and supportive environment for students with disabilities. Students requesting accommodation for a disability are responsible for notifying the University of

their disability and their request for accommodation. To initiate a request for accommodation, students must contact the Director of Disability Services, Plaster Student Union, Suite 405, (417) 836-4192 (voice) or (417) 836-6792 (TTY). For a full statement of the rights and responsibilities of students with disabilities, and the rights and responsibilities of the University and its faculty, see our website at www.missouristate.edu (keyword = disability). The Office of Disability Services (DSO), in conjunction with the Athletic Training Program faculty, will evaluate a student's request for accommodations to ascertain if the request is able to fulfill the program's technical standards with reasonable accommodations.

I certify that I have read and understand the technical standards for selection into the Athletic Training Program. I understand that if I am unable to meet these requirements, with or without reasonable accommodations, I will not be admitted into the program.

Applicant's Signature

Date

APPENDIX F

MAT PROGRAM PHYSICAL CAPABILITY INFORMATION

Name: _____ SS# _____

Date of Birth: _____ Local Phone # _____

Local Address: _____

Permanent Address: _____

Email: _____

Parents or emergency contact name and number: _____

Family Physician: _____

Name City State Phone

Please verify the following:

1. Do you have a medical condition(s) that may prevent you from performing the occupational tasks involved with the athletic training profession that may include but not limited to: lifting, running, bending, squatting, reaching, throwing, and demonstrating therapeutic exercise techniques? YES NO
2. Do you know of, or believe there is, any medical reason you should not participate as an athletic training student at MSU at this time? YES NO
3. Have you ever been hospitalized? YES NO
4. Have you ever had surgery? YES NO
5. Are you presently under a doctor's care? YES NO
6. Are you presently taking any medications or pills? YES NO
7. Do you have trouble breathing or do you cough during or after activity? YES NO
8. Have you ever sprained/strained, dislocated, fractured, broken, or had repeated swelling or other injuries of any bones or joints? YES NO
 Head Shoulder Thigh Neck Elbow Knee Foot
 Forearm Shin/Calf Back Wrist Ankle Hip Hand
9. Have you had any other medical problems (infectious mononucleosis, diabetes, anemia, etc.)? YES NO

Please clarify of these questions which you answered

yes: _____

APPENDIX G

MAT PROGRAM PHYSICAL CAPABILITY INFORMATION Technical Standards Form must also be presented with this form.

Assumption of Risk

I, _____, understand that participating in the field of athletic training as an athletic training student at Missouri State University may be physically demanding, requiring me to sometimes lift heavy objects (i.e. lifting an athlete on a spine board, coolers of water, medical bags), run (i.e. get to an injured athlete on the field of play), and otherwise engage in activity or positions to perform necessary medical and facility related task (i.e. evaluating an injury and cleaning the athletic training clinic respectively). The physically demanding activities pose an inherent risk of injury and I acknowledge that these risks exist, and I am willing to assume these risks and will not hold Missouri State University and its personnel responsible for any pre-existing medical condition(s) that I may have.

Student's signature: _____ Date: _____

I have examined and medically cleared this individual to participate as an athletic training student in the Athletic Training Program at Missouri State University. Furthermore, I have verified that the above-mentioned individual is physically capable of performing all tasks described herein.

_____ Date: _____
State Licensed Physician or Practitioner Signature

APPENDIX H

MSU AT PROGRAM HEPATITIS B IMMUNIZATION DECLINATION FORM

I understand that due to my occupational exposure to blood or other potentially infectious materials, I may be at risk of acquiring Hepatitis B Virus (HBV) infections. However, I decline Hepatitis B vaccination at this time. I understand that by declining the vaccine, I continue to be at risk of acquiring Hepatitis B.

Signature of Athletic Training Student

Date

Signature of Witness

Date

Appendix I

ATHLETIC TRAINING STUDENT CLINICAL EXPERIENCE WEEKLY SCHEDULE WORKSHEET

ATS NAME: _____ Academic Semester and Year: _____

Preceptor: _____

Directions for Preceptors and Students:

- Please use this worksheet to set up the student’s tentative weekly clinical experience schedule. This schedule is tentative to allow for uncontrollable changes in clinical experience schedules (e.g., an event goes longer or ends sooner than expected). Although this schedule is tentative, it will be the schedule referred to if questions are raised about student attendance at a clinical experience. Students are to place a copy of the completed worksheet in their E-value portfolio. The AT Program strongly recommends that both the preceptor and the student keep a copy of this worksheet for their records. If the preceptor and/or student have questions regarding clinical experience policies and procedures, they may contact the AT Program Director, Clinical Coordinator, and/or refer to the AT Program Handbook for clarification.
- Please remember that required clinical experiences are course requirements (i.e., these experiences are not optional) and are subject to all AT Program and University academic policies. Other factors to consider include: 1) clinical experience caps; 2) classes take priority over clinical experiences; 3) clinical experiences take priority over other student obligations (e.g., jobs, student organizations, etc.); 4) students are excused from clinical experiences for personal illness and family emergencies (immediate family only); 5) students should be given at least one day away from the clinical experience each week; 6) may request additional days off with requests directed to the assigned preceptor.

Class Time	Monday	Wednesday	Friday	Class Time	Tuesday	Thursday
8:00 – 9:50				8:00 – 9:15		
9:05 – 9:55				9:30 -10:45		
10:10 – 11:0				11:00 – 12:15		
11:15 – 12:0				12:30 – 1:45		
12:20 – 1:10				2:00 – 3:15		
1:25 – 2:15				3:30 – 4:45		
2:30 – 3:20				5:00 ...		
5:00 ...				6:00 ...		
6:00 ...				7:00 ...		
7:00 ...						

CLINICAL EXPERIENCE SCHEDULE							
	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8 AM							
9 AM							
10 AM							
11 AM							
Noon							
1 PM							

2 PM							
3 PM							
4 PM							
5 PM							
6 PM							
...							

APPENDIX J

CONFIDENTIALITY AGREEMENT

Health Care Component: Athletic Training Student and all associated clinical sites

I recognize and acknowledge that the services that the Missouri State University Health Care Components (HCC) performs for its patients are confidential. To enable the HCC and this facility to perform those services, consumers furnish confidential protected health information (PHI).

I, by reason of my work or volunteer activities or by my presence at the HCC, may come into possession of protected health information concerning the services performed by the HCC for its patients, even though I may not take any direct part in or furnish the services performed for those patients. **I agree that I will not at any time during or after my access to these medical records containing PHI, disclose (which could mean giving someone records, or talking with someone) any such provided services or PHI to any person or entity whatsoever, or other privileged information prepared that is not needed for consumer treatment, payment, or health care operations for this facility.** I understand that the use or disclosure of such information may give rise to injury to the patient or to the HCC, and may violate state and federal confidentiality provisions.

I recognize and acknowledge that although the information contained in the medical record (PHI) can only be disclosed by the patient or his/her legal guardian, that the medical record (PHI) is the property of the HCC; that no original medical records or portions of a medical record, shall be removed from the HCC for any reason, and that I will keep no negatives, use no microfilm, or keep or sell any photocopies or computer disks to any second parties. I acknowledge that in receiving, storing, processing or otherwise dealing with any patient medical records (PHI) from this facility, I am fully bound by HIPAA federal regulations (45 CFR Sections 160 and 164); by 42 CFR Part 2 et seq., and by Missouri, any other applicable federal law and University policy.

I, _____, (NAME), as an Athletic Training Student (POSITION) have read all of the above sections of this Agreement, and I fully understand and shall comply with them. I understand that failure to comply may lead to disciplinary action, up to and including discharge from the AT program.

_____/_____/_____
Signature Date

Name, Printed

HIPAA Procedure 1.040, Form 1 Notice Effective April 14, 2003

APPENDIX K

MAT PROGRAM POLICY AND PROCEDURE MANUAL SIGNATURE PAGE

I, _____, have carefully and completely read, and understand the MSU MAT Handbook, and have had all my questions satisfactorily answered. I understand that by my signature, I agree to abide by all terms, policies, and procedures contained therein.

I specifically acknowledge the understanding of:

Initials

- | | |
|-------|---|
| _____ | Program Mission, objectives, and core principles |
| _____ | Program Admission Process and Requirements |
| _____ | Program Expectations/Retention/Progression Requirements |
| _____ | Degree Requirements – Course work and Research |
| _____ | Comprehensive Finals |
| _____ | Program Publication Policy |
| _____ | Program Didactic and Clinical Policies |
| _____ | Cost and Aid Opportunities |
| _____ | Program/Department/MSU Policies |
| _____ | AT Honor Code and Pledge |
| _____ | MSU Student Services and Resources |

Student Signature

Date

Advisor Signature

Date