

Student Handbook

Master of Athletic Training Program



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

**ATHLETIC TRAINING
EDUCATION**

INSTITUTIONAL MISSION STATEMENT

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

COLLEGE OF HEALTH PROFESSIONS MISSION STATEMENT

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

ATHLETIC TRAINING MISSION STATEMENT

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

This will be completed by:

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

PROGRAM GOALS AND OBJECTIVES:

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

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

Besides these goals, the program also wants to provide opportunities and promote service to patients, preceptors, faculty/staff, the community and the AT profession. In order to do so, these values are necessary:

ATHLETIC TRAINING – DEFINED

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

ACCREDITATION

Hardin-Simmons University will be seeking accreditation for their new Athletic Training program and is not accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The institution will be submitting a self-study to begin the accreditation process before July 1, 2023. Submission of the self-study and

completion of a site visit does not guarantee that the program will become accredited. Students who graduate from the program prior to accreditation WILL NOT be eligible to sit for the credentialing examination for athletic trainers and will not be eligible for licensure in most states.

NON-DISCRIMINATION

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

HSU Student Handbook p. 2

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

HSU Graduate Catalog (<https://hsutx.smartcatalogiq.com/2023-2024/graduate-catalog/admission/admission-policy/>)

ADMISSION PROCESS

Incoming students must meet the AT Program admissions criteria below. The only graduate course which may be transferred is Statistics/Research Methods; this will be at the determination of the Program Director.

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

AT Program Admission Criteria are:

General MAT prerequisite courses: (HSU Course Number) Credit Hours (Minimum Grade):

Human Anatomy & Physiology (BIOL 2402/2403) 8 hours (C)
Chemistry (CHEM 1301/1302 OR CHEM 1310/1311 + labs) 4 hours (D)
Physics (PHYS 1310 + lab or check with program director) 4 hours (D)
Kinesiology/Biomechanics (KINE 3313) 3 hours (C)
Exercise Physiology (KINE 3314) 3 hours (C)
Nutrition (KINE 3302) 3 hours (C)
Psychology (D) 6 hours – PSYC 1301 Intro to Psychology, then 3 upper-level PSYC credit hours
Statistics (KINE 4304) 3 hours (C)

50 observation hours with a licensed athletic trainer
2.75 overall undergraduate GPA

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

ATTR 1099 (1 hour) Intro to Athletic Training (C)
KINE 2303 (3 hours) Sport First Aid (B)
KINE 3360 (3 hours) Instruction of Strength & Conditioning (C)
Recommended upper-level PSYC – 3 hours (C)

- PSYC 3302 Cognition, Learning & Motivation
- PSYC 3303 Abnormal Psychology

- PSYC 3316 Sport & Exercise Psychology
- PSYC 3318 Health Psychology
- PSYC 4312 Addiction & Recovery
- PSYC 4321 Psychological Counseling

100 observation hours with a licensed athletic trainer
 3.0 overall HSU undergraduate GPA
 Minimum 60 chapel credits

The program application is through the Athletic Training Centralized Application System (ATCAS). Once received, the application materials are reviewed by the program director and administrative staff to assure minimum acceptance requirements are met and provided to other MAT faculty. The students' interests and future goals are considered, as well as strengths and weaknesses considered relevant to the students' educational process and possible future athletic training career. After reviewing the application materials, the student's application score is calculated utilizing the MAT Applicant Evaluation Worksheet and the MAT faculty makes a determination of the student's acceptability into the program.

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

If a student shows promise of success in the field but has an area of concern or has not completely met a criterion, the student may be admitted provisionally. Full admission will be granted upon the completion of 14 hours and a 3.0 cumulative GPA if there are no other concerns.

Student selection criteria will also be based upon the following:

1. Accurate completion of AT Program admissions application process through ATCAS
2. Letters of recommendation from former supervising athletic trainers/coaches/allied health/medical/education professionals (use form provided).
3. Signed AT Program technical standards document
4. Interview grade/impressions

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

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

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

- To reduce possibilities of transmitting or receiving infectious diseases, students must possess a history of immunizations before starting hands-on patient care. These immunizations must include:
 - MMR (Measles/Mumps/Rubella)
 - Tetanus/Diphtheria/Pertussis
 - Varicella or "Chicken Pox" (or evidence of disease)
 - Hepatitis A (2-injection series)
 - Hepatitis B (3-injection series)
 - Polio

- Meningococcal Meningitis
- It is strongly recommended by both the program and the Centers for Disease Control that students maintain their immunization status; however, students may sign a declination form for religious or other personal reasons. This form can be requested from the program director.
 - *Note: Some clinical sites may require updated and/or additional vaccinations*
- Provide proof of a negative TB test. The student is responsible for notifying program/clinical staff about potential TB exposure and/or positive TB test (within last 6 months).
- CPR for Health Care Providers/Emergency Cardiac Care certification (or equivalent)

To remain in good standing in the AT program a student must:

- Continue his/her successful completion of academic coursework, including:
 - Grade of A or B in ATTR courses. *3.0 GPA in all graduate courses; any grade of D, F or WF results in probation. Graduate Faculty Advisory Committee determines dismissal or continuation. (HSU Graduate Bulletin). Any grade of C requires retaking the course; not earning an A or B grade on the second attempt results in probation. A grade of F may result in immediate dismissal from the MAT program.*
- Maintenance of current Healthcare Provider/Professional Rescuer CPR certification
- Complete annual bloodborne pathogens/infection control training
- NATA/SWATA student membership
- Completion of assigned clinical experiences
- Clinical skills achievement/progression as required
- Demonstrate professional and ethical behavior

Student compliance with these continuing requirements is evaluated at the end of each semester. Again, if a student fails to meet a criterion during their academic career, depending on the seriousness of the deficiency, the student may be placed on probation or dropped from the AT Program, under the Fitness to Practice policy. The probationary period, if applicable, will be for a mutually-agreed upon period (usually one semester), to repair, or at a minimum, show substantial progress towards repair of the deficiency. The terms of the probation will be delineated into a contract between the student and the program director. The student who does not progress successfully will be dropped from the AT Program depending on the seriousness of the deficiency.

Criminal Background Check/Drug Testing Information

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

TECHNICAL STANDARDS FOR ADMISSION

The Athletic Training Program (AT Program) is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the AT Program establish the essential qualities considered necessary for students admitted to this program. These technical standards are in place to give the student an opportunity to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]). In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program. Students must be able to maintain compliance with all technical standards throughout their time in the AT program. Students will verify their ability to comply with the technical standards annually. All students admitted to the AT Program must meet the following abilities, expectations and compliance with the program's technical standards does not guarantee a student's eligibility for the BOC certification exam or the Texas AT licensing exam.

Candidates for selection to the AT Program must demonstrate:

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

These standards are more specifically listed on the Technical Standards Form. Candidates for selection to the athletic training program will be required to verify they understand and meet these technical standards or believe that, with certain accommodations, they can meet the technical standards.

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

EDUCATIONAL PROGRAM

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

Hardin-Simmons University Master's in Athletic Training (MAT) Program -- 2023

Course Number	Cr Hrs	Course title	Course Number	Cr Hrs	Course title
Year 1			Year 2		
Summer (June/August)			Summer (May/June)		
6301	3	Clinical Oriented Anatomy	6114	1	Clinical Skills Lab V (mid-May)
6303	3	Intro to Patient Assessment	6304	3	Clinical Decision-Making
6100	1	Introduction to Professional Practice	6203	2	Documentation & Reimbursement
6111	1	Clinical Skills Lab I (early August)	Total Sem Hrs	6	
Total Sem Hrs	8		Fall (August/December)		
Fall (August/December)			6101	1	Exam Prep
6402	4	Fundamentals of Therapeutic	6305	3	Healthcare Administration & Risk
6231	2	AT Clinical I	6533	5	AT Clinical III
Total Session Hrs	6		6534	5	AT Clinical IV
Fall #1-Session 1 (August/mid-October)			Total Sem Hours	14	
6201	2	Emergency and Acute Care	Spring #2		
6202	2	Application of Protective Equipment	6115	1	Clinical Skills Lab VI (early January)
6111	1	Clinical Skills Lab II (mid-October)	6535	5	Clinical Experience V
Total Session	5		6536	5	Clinical Experience VI
Fall #1-Session 2			Total Sem Hours	11	
6411	4	Diagnosis & Management I -- LE	TOTAL HRS	77	
6099	3	Intro to Clinical Research (new Fall, 2023)			
6112	1	Clinical Skills Lab III (early December)			
Total Session	8				
Total Sem Hrs	19				
Spring (January/May)					
6232	2	AT Clinical II			
Total Session	2				
Spring #1-Session 1 (January/early-March)					
6413	4	Spine/Pelvis			
6414	4	Head/Trunk			
6113	1	Clinical Skills Lab III (early-March)			
Total Session Hrs	9				
Spring #1-Session 2 (mid-March/May)					
6412	4	Diagnosis & Management II -- UE			
6415	4	Diagnosis & Management V -- Gen Med			
Total Session	8				
Total Sem Hrs	19				

On-Campus Skills Laboratory sessions

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

GRADING

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

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

critical thinking skills, and acquisition of specialized knowledge are necessary to become an entry-level athletic trainer.”

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

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

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

Grade	Description
--------------	--------------------

A	Mastery of course content at the highest level of attainment that can reasonably be expected of students at a given stage of development. The A grade states clearly that the students have shown such outstanding promise in the aspect of the discipline under study that he/she may be strongly encouraged to continue. This is illustrated by the student demonstrating:
----------	--

- Excellent mastery of course material
- A very high degree of originality, creativity or both
- Excellent performance of analysis, synthesis and oral/written expression
- Working independently with unusual effectiveness

B	Strong performance demonstrating a high level of attainment for a student at a given stage of development. The B grade states that the student has shown solid promise in the aspect of the discipline under study. This is illustrated by the student demonstrating:
----------	---

- Good mastery of course material
- A high degree of originality, creativity or both
- Good performance of analysis, synthesis and oral/written expression
- Working well independently

C	An unacceptable performance (at the graduate level) demonstrating an inadequate level of attainment for a graduate student in a health professions program. The C grade states that, while casting doubt on the student’s academic future, the student may continue to study in the discipline with reasonable hope of intellectual development (remembering an A or B grade in ATTR courses is required). This is illustrated by the student demonstrating:
----------	--

- Some mastery of course material
- Some degree of originality, creativity or both
- Marginal performance in analysis, synthesis and oral/written expression
- Independent work is at an unacceptable level

D	A marginal performance in the required exercises demonstrating a sub-minimal level of attainment. A student has given no evidence of prospective growth in the discipline; D grades should be taken to mean that the student would be well advised not to continue in the academic field unless significant changes are made. This is illustrated by the student demonstrating:
----------	---

- Deficiency in mastery of course material
- Apparent absence of originality, creativity or both
- Deficiency in performance of analysis, synthesis and oral/written expression
- Deficiency in ability to work independently

F The F grade indicates that the student's performance in the required exercises has revealed almost no understanding of the course content. A grade of F is grounds for dismissal from the program. This is illustrated by the student demonstrating:

- Serious deficiency in mastery of course material
- Clear absence of originality, creativity or both
- Seriously deficient performance of analysis, synthesis and oral/written expression
- Inability to work independently

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

Incomplete/In Progress

I/IP A student who has substantially completed a course but is lacking certain essentials of performance, due to circumstances beyond his/her control, may be given a grade of I. To obtain a grade in the course, the student must complete all requirements specified by the instructor by the end of the next long semester (fall or spring) following the date the grade was assigned. Failure to complete the requirements by this time will result in a grade of F.

The grade of IP is available only when, by design, course work extends beyond the semester or term in which the course is scheduled. This grade implies satisfactory progress and is used primarily in internship, travel, and individual research courses. A grade of IP is not counted as an attempt in calculating grade point average and will convert to a grade of F after five years.

Statute of Limitations on Changes in an Academic Record

The statute of limitations for any change in an academic record is one year from the date of the closing of the semester in question. Included are such items as grade changes and incompletes.

Note: No student may graduate with an I or IP grade on his/her transcript. Any grade change must be reported to the Registrar's Office at least two weeks prior to the end of the semester of graduation. It is the responsibility of a candidate for graduation to complete any course in which an Incomplete or In Progress grade was given in sufficient time for the faculty member to grade the student's work.

2023-24 HSU Graduate Catalog

Academic Integrity Policy

Students are expected to do their own academic work; therefore, academic dishonesty will not be tolerated. Faculty and students are encouraged to take an aggressive approach to combating acts of inappropriate academic behavior. Academic dishonesty occurs when a student submits the work of someone else as his/her own or has special information for use in an evaluation activity that is not available to other students in the same activity. Students who observe or become aware of violations of academic integrity are urged to report these violations to the professor in whose course the dishonest acts occur.

Examples include but may not be limited to the following:

- Cheating on an examination
- Copying from another student's examination
- Possessing or using during an examination material not authorized by the person giving the exam
- Collaborating with or seeking aid from another student during an exam without permission from the instructor
- Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or in part the contents of an unadministered examination
- Substituting for another student or permitting another student to substitute for oneself to take a test
- Obtaining an unadministered test or information about an unadministered test.

Plagiarism is the appropriation, buying, receiving as a gift, or obtaining by any means, another person's work and the unacknowledged submission or incorporation of it as one's own work. This could include the failure to specifically cite sources.

Penalties

Penalties may range from dismissal from the University to a lesser penalty. If the penalty is an F for the course in which the violation occurred, the F will count in the computation of the student's GPA even if the course is repeated.

Procedures for Violation

At the point of discovery, the instructor shall inform the student of the alleged violation of academic integrity and hear his/her explanation of the circumstances. If the instructor determines there is no violation, the case is dropped. If the instructor decides the violation is unintentional or minor, the instructor may decide to require the student to rewrite the paper in question, take a modified exam, or take some similar action. If, in the judgment of the instructor, the alleged violation is deemed to be serious and intentional, the instructor will follow the procedure outlined below in steps 2–5.

Before imposing a penalty for a violation, the instructor shall consult with his/her immediate supervisor and together they will agree on a penalty. The instructor shall then make a written report outlining the incident and the recommended penalty. A copy of the report shall be given to the supervisor, the head of the department and the dean of the school or college in which the course is offered, the Office of the Provost, the student and the student's advisor. The instructor shall inform the student, in writing, of the right to appeal the change of violating academic integrity.

From the point of discovery, and within 10 working days, the instructor shall complete the process outlined above.

The Office of the Provost shall maintain files of all violations of academic integrity.

The student has the right to appeal the charge of violating academic integrity and/or the penalty assessed in accordance with the following appeals process.

Procedure for Appeal

A student appealing a charge of academic integrity violation and/or a penalty must deliver a letter to the chair of the Grade Appeal and Academic Misconduct Committee, specifying the basis for the appeal, within 10 working days after receiving the instructor's written report.

The chair of the committee will schedule a meeting of the committee as soon as practical, after receipt of the letter of appeal, preferably within 10 working days. The chair will notify the student and the instructor of the meeting date and time.

Copies of the instructor's report and the student's letter of appeal will be provided to all members of the committee at least two working days before the day of the meeting.

The committee will review the materials submitted by both the student and the instructor before the formal meeting and convene at a time convenient for all involved for the purpose of hearing the two individuals present their cases. The committee will then convene in an executive session to reach a decision in the matter. The chair of the committee will inform, in writing, the student, the student's advisor, the instructor, the instructor's immediate supervisor, the head of the department and the dean of the school or college in which the course is offered, and the Office of the Provost of the decision.

If the appeal is denied, then the charge and the penalty is upheld. If an appeal of a charge of violating academic integrity is upheld, the case is dismissed. If an appeal of a penalty is upheld, then the committee will

determine an appropriate penalty. The ruling of the committee is final. Action, or failure to take action, by an instructor or the Appeals Committee does not preclude disciplinary action by the University when appropriate.

2023-24 HSU Graduate Catalog

Time Expectations

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

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

2023-24 HSU Graduate Catalog

We recognize many students will attempt to hold regular employment during the first year of the program. Employment during the second year is strongly discouraged, due to the immersive, near-full-time nature of the clinical experience requirements. Regardless of whether employed or not, students are responsible for meeting ALL program requirements & due dates. Under no circumstances will a student be excused from on-campus laboratory sessions, due to employment or other conflicts. In the event of substandard academic performance, a student should closely examine their time commitments to make certain they have adequate time to participate in coursework, read, study & complete assignments.

Estimated Time First year:

- Class time requirements when you are taking 2 4-credit courses (8 credits + 2 credits clinical course is typical) in a session, can be reasonably expected to be a minimum of 32 hours (more likely 35-40) per week completing course requirements. You should consider the amount of time that will be required for program requirements when committing to other obligations, such as work, etc.
- Fall clinical experience for 60-80 hours; typically 6-10 weeks with 6-8 hours per week
- Spring clinical experience for 60-80 hours; typically 6-10 weeks with 6-8 hours per week

Estimated Time Second year:

- Fall only -- Two online courses (1-3 credit/1-1 credit); approximately 16 hours/week
- Fall & Spring clinical experiences for 15 weeks per semester with a minimum of 30 hours a week (depending on caseload & work hours of clinical preceptor)
- The absolute minimum requirement is 300 hours/semester; however, the actual clinical time requirement is determined by the characteristics of the clinical site, the preceptor & clinical education coordinator. An agreement will be signed by the student, preceptor & clinical education coordinator detailing specific requirements of the clinical experience.
- CAATE mandates a minimum of one immersive clinical experience (defined as: "A practice-intensive experience that allows the student to experience the totality of care provided by athletic trainers. Students must participate in the day-to-day and week-to-week role of an athletic trainer for a period of time identified by the program (but minimally one continuous four-week period)." (CAATE Standard 16); however, HSU's MAT program considers all clinical experiences as potentially immersive & students should be prepared to attend clinical experiences on a full-time basis during the second year. At a minimum, the MAT program requires 2 8-week immersive clinical experiences.

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

Necessary Technology

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

General Requirements

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

Internet Browser

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

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

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

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

User Skillset

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

- Word Processing
- Spreadsheet
- Electronic Presentation
- Files will usually be submitted in these formats: .docx (Word), .xlsx (Excel), .pdf (Acrobat), .pptx (PowerPoint), .mp4 (video), .avi (video)
 - iOS files such as .pages cannot be opened by faculty
- Web Navigation
- E-Mail

- Digital Cameras
- File Management & Windows Explorer Skills
- Downloading Software from the Web (Knowledge including eBooks)
- Installing Computer Software onto a Computer System
- Videoconferencing skills
- Computer-Related Storage Devices (USB drives, etc.)

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

MEDICAL HISTORY

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

- Diabetes
- Epilepsy/seizure disorder
- Syncope

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

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

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

ADDITIONAL MEDICAL AND HEALTH CONCERNS:

Injury and Illness Risk

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

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

Safety

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

- All treatment equipment in contact with students/patients receives a biomedical inspection at least annually when appropriate at all clinical sites and the Clinical Skills Laboratory

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

Emergency Action Plan for Classroom/Lab

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

Mental Health

Any student applying or participating in the AT Program should notify the Program Director that they have a known psychological condition. Failure to disclose a known mental health/psychological condition that could impair academic or clinical activities is a violation of the Technical Standards and will be treated as a Fitness to Practice concern. Clearance from a mental health professional may be required before AT Program students are allowed to participate in clinical experiences. In the event any form of psychological illness occurs or the Program Director believes a mental health assessment is necessary while a student is participating in the MAT Program, the student may be required to be examined by a mental health professional to begin/continue in clinical experiences, at their expense. This is for the safety of the MAT Program student and for the safety of the patients and clinical staff they may contact.

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

Communicable Disease Policy

HSU athletic training students should not attend in-person classes or clinical experiences during the infective phase of a communicable illness, or if their attention to detail will be distracted because they are injured, feeling ill or medication side effects. Both of these situations put patient safety in jeopardy, which is in opposition to the prevention domain of athletic training. Going home when ill is in the best interests of the ill student, faculty and patients, and is the action of a responsible professional. Failure to disclose a known

illness will be treated as a Fitness to Practice concern. Long-term illness (mononucleosis, for example) may require Incomplete grade(s) and could result in delay of course completion and/or graduation.

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

Students will not be allowed to provide patient care if:

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

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

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

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

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

Other Injuries/Medical Conditions:

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

Clinical Experience-related Injuries:

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

1. The injury/exposure should be reported to the student's supervisor or clinical preceptor.
2. Students should report to the nearest Emergency Department for treatment
3. The Clinical Education Coordinator and/or Program Director should be notified as soon as it is possible to do so.

Health Insurance

All students in the AT Program are required to carry and provide proof of personal health insurance.

Information should include company, policy number, relevant policyholder information, contact phone numbers

and a copy of the card. This information will be provided for inclusion in the student's file prior to starting clinical experiences. Students should also enter this information into the Typhon system.

Emergency Contact Information

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

ATHLETIC TRAINING STUDENT GENERAL INFORMATION:

Relationships

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

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

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

Academics

Students in the HSU AT Program should be compliant with the GPA standards set for the program (3.0 average GPA; A or B grade in ATTR courses). Students should also be familiar with the AT program information within the *Graduate Catalog*.

Students who fall below the minimum grade standards will be handled through the Fitness to Practice policy. This may include probation for a set amount of time and if substantial improvement is not seen may be dismissed from the program. Any ATTR course with a grade of C or below must be repeated at the soonest possible opportunity to continue in the AT program. Students will not graduate without applying for the BOC examination. Credit for this is provided during ATTR 6435.

Students should make every effort to attend each class at every meeting time. Not regularly signing into Canvas, incomplete assignments or excessive clinical absences will be determined by the AT Program Director as non-attendance and will be handled as a Fitness to Practice concern.

AT Program Building

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

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

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

Local/State/National Symposia & Workshops

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

Although it is impossible for the AT Program to pay for all students to attend such meetings, we are typically able to defray some of the cost of attending certain meetings by students. When available, this outside funding should be used for meeting expenses only, such as registration, travel, and lodging. Students are encouraged to organize fundraising activities to help defray these expenses, through the HSU AT Society.

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

Costs

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

Confidentiality

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

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

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

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

Grievances

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

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

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

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

Fitness to Practice concerns/Behavior Issues

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

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

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

Students are cautioned that actions outside the AT Program and/or off-campus may impact their AT Program status. Examples of such actions include but are not limited to other campus disciplinary action, criminal offenses, substance abuse, and academic dishonesty. The program will accept and act on information regarding fitness to practice concerns from anyone inside or outside the program. Incidents of these types are subject to AT disciplinary action because they reflect poorly on the AT profession, AT Program/faculty, the College of Health Professions and the entire University. Fitness to professionally practice concerns fall under the BOC Standards of Professional Practice, the 2020 CAATE Curricular Standards (65-66) and the Athletic Training Licensure Statute and Rules. Because of this, students should also be aware of their responsibilities as outlined in the *HSU Student Handbook* and the *Graduate Catalog*.

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

Areas of concern	Some examples of concern
Criminal conviction or caution	Child pornography
	Theft
	Financial fraud
	Possession of illegal substances
	Child abuse or any other abuse
	Physical violence
Drug or alcohol misuse	Drunk driving
	Alcohol consumption that affects clinical work or the work environment
	Dealing, possessing or misusing drugs even if there are no legal proceedings
Aggressive, violent or threatening behavior	Assault
	Physical violence
	Bullying
	Abuse
Persistent inappropriate attitude or behavior	Uncommitted to work
	Neglect of administrative tasks
	Poor time management
	Non-attendance
	Poor communication skills
	Failure to accept and follow educational advice
Cheating or plagiarizing	Cheating in examinations, logbooks or portfolios
	Passing off other's work as one's own
	Forging off other's work as one's own
	Forging a supervisor's name on assessments
Dishonesty or fraud, including dishonesty outside the professional role	Falsifying research
	Financial fraud
	Fraudulent CVs or other documents
	Misrepresentation of qualifications
Unprofessional behavior or attitudes	Breach of confidentiality
	Misleading patients about their care or treatment
	Culpable Involvement in a failure to obtain proper consent from a patient
	Sexual, radical or other forms of harassment
	Inappropriate examinations or failure to keep appropriate boundaries in behavior
	Persistent rudeness to patients, colleagues or others
	Unlawful discrimination
Health concerns and insight or management of these concerns	Failure to seek medical treatment or other support
	Refusal to follow medical advice or care plans, including monitoring and reviews, in context of maintaining fitness to practice
	Failure to recognize limits and abilities or lack of insight into health concerns
	Treatment-resistant condition

Modified from General Medical Council, p. 31. Available:
http://www.gmc-uk.org/education/undergraduate/undergraduate_policy/professional_behaviour.asp

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

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

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

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

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

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

While officially replaced by the 2020 CAATE Curricular Standards, we believe the 2010 NATA Foundational Behaviors of Professional Practice remain noteworthy:

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

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

Expected Classroom/Lab Behavior

Athletic training students are expected to be responsible for their own learning. AT is a professional preparation program; students are expected to act as professionals. As such, the student must take initiative to meet with their professor or preceptor to get assistance for any difficulties, just as they would in the “real world.” It is expected students will be self-directed learners, with appropriate faculty guidance. In summary, our expectations of AT students include:

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

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

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

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

Outside Work

Students should understand the time commitment of the program; we expect course-related work to take 35-40 hours/week during the first year of the program. Clinical experience time commitment during the Fall & Spring semesters is typically a minimum of 5-6 hours/week. This time requirement should be considered when considering employment.

Employment or other extensive time commitments are **strongly discouraged** during the second year due to the near-full-time requirements of your clinical experiences. It is not permitted to adjust your clinical experience schedules around work schedules.

Questions about this should be directed to the Program Director.

Athletics Participation

MAT students are NOT allowed to participate in intercollegiate athletics after admission in the MAT program. This includes 3-2 students.

Leave of Absence

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

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

Dating/Appropriate Interpersonal Relationships

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

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

AT student/patient or AT student/preceptor relationships are inappropriate & unethical and are therefore prohibited.

Tobacco/Alcohol/Other Drug Use

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

AT Scholarships

There are two scholarships specifically for MAT students, which can be applied for through Scholarship Central on the HSU Central student portal. AT students are encouraged to apply for scholarships through the NATA and SWATA (see their respective websites for specific application information).

Interprofessional Education:

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

can learn from & about the other. Therefore, participation in interprofessional education experiences are a required part of the MAT program. This is also an opportunity to educate other healthcare professionals about what ATs do.

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

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

Hardin-Simmons University - Athletic Training Student Professional Appearance Code

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

Personal Hygiene:

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

Clothing/Dress Expectations

In the classroom at any time:

1. During lab: appropriate lab clothes including shorts and t-shirts (men); shorts or exercise tights and t-shirts (women). For upper body labs, tank tops, sports bras or swim suit tops may be worn as appropriate. Otherwise, the breasts (cleavage), midriff or buttocks when sitting, stooping, kneeling, etc., typically should not be visible.
2. Long hair must be tied back so it is not in the face.
3. T-shirts/tank tops cannot have alcohol-related or inappropriate logos/words

Attending AT-related guest lectures anywhere:

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

Sport-related Clinical Experiences:

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

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

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

Practices:

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

Indoor Competitions (final determination by preceptor):

Recommended: Professional Casual – Volleyball, basketball

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

Game Uniform – Outdoor sports:

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

Office-based Clinical Rotations:

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

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

NAMETAGS ARE REQUIRED FOR ALL CLINICAL EXPERIENCES (at discretion of preceptor for on-campus clinicals).

Clinical Education

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

Preceptors' roles in the MAT program include:

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

Clinical supervision can also be defined as:

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

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

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

Supervision is intended to:

- Grow the student and supervisor
- Encourage and ensure conformity to agency and organizational standards and expectations
- Result in improved patient & student outcomes
- Provide both support and challenge to the student
- Help make the work more manageable
(e.g., a more positive work environment for productivity and quality outcomes)

(Modified from: Bradd T, Allied Health Clinical Supervision Guidelines; available:

http://www.seslhd.health.nsw.gov.au/Policies_Procedures_Guidelines/Clinical/Allied_Health/documents/Allied_HealthClinicalSupervisionGuidelinesSESLHDGL%20016.pdf)

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

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

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

Required Clinical Experiences

Specific clinical experience requirements of the MAT program include:

- High school sports
- College sports
- Non-sport (emerging) setting, which could include:
 - Physician office
 - Rehab clinic
 - Military
 - Performing arts
 - Public safety
 - Reminder: This is not a complete list!
- Students may combine these or find other relevant clinical experience opportunities. This should be discussed with the Clinical Education Coordinator.

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

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

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

- Emergent conditions
- Behavioral (mental health)
- Musculoskeletal
- Neurological
- Endocrine
- Dermatological
- Cardiovascular
- Respiratory
- Gastrointestinal
- Genitourinary
- Otolaryngological
- Ophthalmological
- Dental
- Environmental conditions

CAATE standards also mandate a minimum of one immersive clinical experience (defined as: "A practice-intensive experience that allows the student to experience the totality of care provided by athletic trainers. Students must participate in the day-to-day and week-to-week role of an athletic trainer for a period of time identified by the program (but minimally one continuous four-week period)." (CAATE Standard 16); however, HSU's MAT program considers all clinical experiences as potentially immersive & students should be prepared to attend clinical experiences on a full-time basis.

- The MAT Program requires students to participate in a minimum of 2 8-week immersive (as defined by CAATE standard) during the student's second year in the program
- These experiences are created with the student & Clinical Education Coordinator (CEC) working together to establish the clinical site & preceptor.
- There are clinical experiences where an immersive experience meeting the CAATE definition of "totality of care" & "day-to-day and week-to-week role" will require more than 40 hours/week. To reiterate, the actual clinical time requirement is determined by the characteristics of the clinical site, the preceptor & clinical education coordinator.

Clinical Hours Recording

Clinical hours should be accurately recorded in the duty hours section of the Typhon system. All days in a month should be accounted for in Typhon; days without clinical time should be recorded as such. Students are only allowed to enter hours for 7 days, after that time for a day may not be entered.

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

Overall Clinical Behavior Expectations

- Be courteous and respectful in all interpersonal interactions

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

Holiday/Other Breaks

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

University/Clinical Site Closing due to Inclement Weather

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

Team Travel

The program believes team travel experiences are an important part of students’ clinical education during sport-related experiences and encourages this. These experiences are a privilege, not a right. Students with clinical performance concerns may be prohibited from travel experiences. Team travel assignments are made at the discretion of the preceptor; their decision is final. It is expected students will travel when assigned to as a part of their clinical experience course requirements. If for some reason a student is unable to travel, the student should notify their preceptor as soon as possible (preferably at least a week in advance). Team travel without a preceptor is not a required part of a student’s clinical experience.

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

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

Practical Skills Evaluations

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

Bloodborne Pathogens/Infection Control/Personal Safety

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

MAT Program Bloodborne Pathogens/Infection Control Exposure Control Plan

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

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

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

Standard Precautions

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

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

1. Hand hygiene
2. The use of personal protective equipment (PPE)

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

http://www.cdc.gov/hicpac/2007IP/2007ip_part4.html

Exposure to Blood Borne Pathogens:

Strict adherence to standard precautions and other infection control measures should prevent a student's exposure to blood borne pathogens. CARE AND TREATMENT AFTER EXPOSURE: Should a student sustain a possible exposure (including a needlestick injury) to blood borne or other infectious respiratory or contact pathogens during a clinical training experience, the student is responsible for immediately notifying their supervisor, instructor/preceptor, or department manager. The student should then follow the steps outlined in

the section titled “Post-Exposure Procedure” and “Student Injuries or Exposures”. Exposure is defined as a demonstrated skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious materials.

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

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

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

2. The incident MUST be reported immediately to:

- the preceptor and/or supervisor AND
- as soon as possible the Clinical Education Coordinator and/or Program Director.

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

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

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

Financial Responsibility:

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