

NDSU | Professional Athletic Training Program



Student Handbook

2015-16

College of Human Development and Education
Department of Health, Nutrition, and Exercise Sciences
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Welcome to NDSU and the MATrg!

Athletic Trainers (ATs) are health care professionals who collaborate with physicians. The services provided by ATS comprise of prevention, emergency care, clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions (NATA, 2013).

Master of Athletic Training (MATrg):

The MATrg degree (41 credits) is a professional program for the student who is interested in becoming a certified athletic trainer. NDSU's program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Course work and clinical experience focus on prevention, assessment, treatment and rehabilitation of injuries resulting from physical activity. Upon successful completion of this program, the student will be eligible to take the Board of Certification (BOC), Inc. exam. Only after passing the computer based exam is a student awarded the credentials "ATC". Certification by the BOC is the entry-level credential and is required by most employers.

Program Video

Click on the link below for an informational video about the MATrg program.

<http://www.youtube.com/watch?v=3XHLBZGuRog>



Accreditation

The MATrg is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Initial accreditation was granted in 2006. A comprehensive self-study and site visit occurred place in 2014-2015 (results pending).

Athletic Training Faculty

Shannon David, PhD, ATC, LAT, POT, PES

Assistant Professor/Interim Clinical Education Coordinator

Office: BBF 9a

Office phone: 231-5686

shannon.david@ndsu.edu

Research Interests: Quantification of Intervention Outcomes, Patient-Clinician Relationship

Kara Gange, PhD, ATC, LAT

Assistant Professor/ Post-Professional Program Director

Office: BBF 24

Office phone: 231-5557

kara.gange@ndsu.edu

Research Interests: Therapeutic Modalities; Post-professional Athletic Training Education

Nicole German Knodel, PhD, ATC, LAT

Assistant Professor of Practice/Program Director

Office: BBF 24

Office phone: 231-8624

nicole.german@ndsu.edu

Katie Lyman, PhD, ATC, LAT, NREMT, CKTF

Assistant Professor

Office: BBF 9b

Office phone: 231-8208

katie.lyman@ndsu.edu

Research Interests: Kinesio Tape[®], Affective Domain, Emergency Medicine

Graduate Education Philosophy

Graduate education is a privilege and not a right. Students are not entitled to be in a graduate program just because they apply and meet the requirements. To maintain/keep the privilege, accepted students are expected to follow the philosophy of graduate education and all of the policies, procedures, and expectations of the Athletic Training Profession (BOC and NATA), NDSU graduate school, HDE College, HNES Department and the Master of Athletic Training program. Failure to do so may result in consequences that could include action up to dismissal from the program.

Transitioning from undergraduate education to graduate education requires a change in philosophy. First, graduate education requires a lot of studying, research and writing. While the number of courses taken per semester is less than at the undergraduate level, the majority of work in graduate education takes place outside of the classroom. Students take more of an autonomous role with the faculty's role as a "guide on the side" instead of a "sage on the stage" or a helicopter professor. The following is the philosophy of the "guide on the side" as described by Berlin Fang: "Here are a few suggestions for providing students with the proper balance of challenge and support.

Allow chaos. Students should learn to tolerate some uncertainty and vagueness in the learning process. "Figuring it out" is part of the learning. While you don't want to be deliberately confusing, you also do not have to oversimplify some necessary complexity in order for students to learn. Some vagueness can encourage creativity. In our university some of our professors, such as psychology professor Jennifer Shewmaker, have even started to experiment with what we call "free-range assignments." With this approach, students are not prescribed a detailed set of assignments. Instead, they get to define what kind of assignments they will hand in, as long as the assignments illustrate their mastery of the learning outcomes.

Embrace desirable difficulty. Desirable difficulty is something that cognitive scientists believe is helpful for learning (Brown et al., 2014). Do not step in too quickly to help the moment a student appears to stumble or starts to complain that something is too hard or they "don't get it." Reflect first whether the task is indeed prohibitively difficult, in which case you would need to add some prerequisite training. If the task is appropriately difficult, communicate that to students and expect them to persist in seeking answers.

Increase accountability. There are things students have to learn to do. For instance, if technology is used heavily in class, students should learn to perform some tasks, such as clearing the cache of their browsers. If I argue that students should increase their digital literacy of the type of tools they will likely use in the workplace, most professors would agree. However, some professors may direct students to support professionals as the slightest suggestion of a problem. Eventually these students learn to go to others for answers rather than try to solve problems on their own. The bottom line is: help students, but don't teach helplessness.

Reduce redundancy. Students sometimes treat the course syllabus like those terms of service agreements that are so pervasive on websites and apps. They accept it without actually reading it. Admonitions that "It's all in the syllabus" do not help. However, just because students choose not to read the class syllabus does not mean you have to repeat an instruction 20 times in a course. You can post certain instructions (how to participate in discussions, for instance) once, quiz them if needed, and be done with it. Do not repeat the instructions every time there is a class discussion.

Remove crutches. Professors should help students learn the process of finishing a product without having to rely on constant feedback and guidance. One of our professors, Suanna Davis, recently shared with me a brilliant approach for gradually empowering students do to independent work. Davis has six major assignments in her class. Each assignment involves, say, four steps. For assignment one, she asks students to submit their work for each of the four steps so she can provide detailed feedback to make sure they understand the process. For subsequent assignments, she gradually removes requirements for some of the steps. For the last assignment, she asks students to submit only the final paper, which she grades with a rubric. As she reduces and removes process-related requirements, the steps for the assignments are still included in the schedule until the final project, even though they are not required to turn anything in. By doing so, she teaches students the enabling tasks for completing their assignments, while empowering them to work increasingly independently.

Mix pull and push. There is certain information you want to push to students, but it is also reasonable to expect them to pull other information. You do not have to send students the syllabus again and again when they request it, especially if it creates a distraction for students who have already obtained what you want them to have. Instead, include a syllabus or orientation module online and ask students to download or view such instructions themselves when they need it. I understand that educators walk a tightrope between supporting students and challenging them to be more self-directed learners. Yet it is not impossible to eventually find a good balance. Like building skyscrapers, you start by having scaffolds, but eventually, you want to remove the scaffolds and let students stand on their own.”

The bottom line with education in the MATrg program is that we want to prepare students for the real world and will incorporate teaching strategies to help the students as health care professionals. Self-directed learning (EBM) and incorporating the “guide on the side” philosophy is essential to produce life-long learners who can adapt to any situation they encounter as an Athletic Trainer. Students will be expected to act as a health care professional, be held to the expectations, policies and procedures, behaviors and professionalism. If we don’t, we’re doing a disservice to our students

MATrg Mission

To prepare entry-level athletic trainers to practice evidence-based medicine in a transformative health care environment.

Comprehensive Assessment Plan

Objectives	Assessment Tool & Associated Course	Purpose	Benchmark
1.To apply cognitive competence in content areas of athletic training education.			
	1A.BOC Self-Assessment Pre HNES 780	1A.To prepare students for the knowledge required for the profession of athletic training in the 5 domains provided by the BOC.	Used for baseline data only in order to compare to the BOC Self Assessment Post.
	1B. BOC Self-Assessment Post HNES 789	1B.To evaluate students' comprehension of the 5 BOC domains in preparation for the BOC exam.	85% of students will show an increase in scores from pre- to post-
2.To enable students to describe and apply evidence-based medicine in the clinical decision making process.			
	2A. Literature Review Writing HNES 775, 783, & 784	2A.To instruct students on literature searches and combining different thought processes into an appropriate review.	HNES 775 & 783= 50/100 or better on rubric HNES 784= 60/100 or better on rubric
	2B. Literature Review Analysis HNES 770, 785, & 789	2B. To instruct students on how to critically analyze literature in order to make an informed clinical decision	HNES 770 & 785= 75/100 or better on rubric HNES 789= 85/100 or better on rubric
	2C. Research HNES 793 (Fall & Spring): CAT or Research Involvement	2C. To foster a sense of understanding associated with the research process	100% of students will receive a 85% or better on respective rubrics (Fall & Spring)
3.To emphasize the importance of continual learning and applying skills throughout a professional career.			
	3A. "Bison Exam" Written & Practical Exams HNES 783, 784, 785, & 789	3A. To assess students' comprehension and application of formative skills throughout the 5 semester program. (Students will take a written and practical exam at the start of every semester)	3A. 100% of students must achieve a minimum score of 85% on both the written and practical exams. Students have the opportunity to re-take the exams 8 times throughout the semester (1 every 2 weeks).

	3B. Preceptor Evaluations HNES 783, 784, 785, & 789	3B. To provide a communication tool for students to understand their strengths and weaknesses.	3B. 100% of students will score an average of "2" or higher on every preceptor evaluation
4. To prepare students to attain employment and/or post-professional education.			
	4A. BOC® Exam First-Time Pass Rates No associated course	4A. Per the CAATE, faculty will analyze the current year as well as the 3-year aggregate for the purpose of making programmatic changes/decisions.	4A. Per the CAATE, a 3-year aggregate of 70% or higher, first-time pass rate is required.
	4B. Alumni Surveys No associated course	4B. To critically analyze the feedback of students in the 3-year aggregate for the purposes of making programmatic changes/decisions.	4B. An average of "3" or higher (considered average) on the statements: "Please rate the courses (academic)"; "Please rate your clinical courses"; "Please rate your clinical experiences"
	4C. Employer Surveys No associated course	4C. To critically analyze the feedback of employers of graduates from the previous 3-year aggregate for the purposes of making programmatic changes/decisions.	4C. An average of "2" or higher (considered average) on athletic training knowledge and skills as assessed by their employer/supervisor
5. To demonstrate the competence of faculty and preceptors on the current athletic training education standards.	5A. SROI's	5A. To analyze feedback from students at the end of each semester regarding the quality of didactic content and instruction.	5A. Faculty members will score a 4.0 or better based on NDSU PTE requirements to the categories of: "the instructor as a teacher" and "the quality of this course"
	5B. Peer Evaluations	5B. To assist all faculty with new ideas and instructional techniques in the fields of education and athletic training.	5B. Each faculty member must be observed by a NDSU faculty member once per year.
	5C. Student Evaluations of Preceptors	5C. To analyze feedback from students at the end of each semester regarding the quality of clinical content and instruction.	5C. 100% of preceptors will receive 80% or more "yes" responses on Teaching (11:14); Supervision (6:8); Professional behavior (11:14)

The NDSU MATrg Assessment Plan was approved by the Athletic Training Faculty on May 7, 2015.

BOC DATA

Students who successfully meet all graduation requirements for the MATrg program will be eligible to take the Board of Certification (BOC), Inc. exam. Only after passing the computer based exam is a student awarded the credential "ATC".

North Dakota State University				Board of Certification (BOC) Data		
Year	# of Graduates	# of Graduates taking BOC Exam	# of Graduates pass on 1st attempt	1st attempt Pass Rate	Overall Pass Rate*	National Data (1st time pass rate)
2014-2015	6	6	5	83%	94%	
2013-2014	8	8	8	100%	100%	TBA
2012-2013	5	5	5	100%	100%	80.90%
2011-2012	4	4	4	100%	100%	82.30%
2010-2011	5	5	5	100%	100%	60.70%
*Three year Aggregate First Time Pass Rate (minimum of 70% required) = 100%						

General Program Information

Academic Requirements:

1. Overall GPA of 3.0 at the time of application.
2. Documentation of 50 hours of athletic training room observation
 - a. Must be completed under the direct supervision of a credentialed athletic trainer in an athletic training room setting within one year of application to program.
3. Current Lay Responder First Aid/CPR/AED card or equivalent Health Care Provider card.
4. The following courses must be completed with a letter grade of "C" or better earned and documented on official transcripts prior to the start of the program in July.
 - Human Anatomy and Lab 1 semester
 - Human Physiology and Lab 1 semester
 - General Physics and Lab* 1 semester
 - General Chemistry and Lab* 1 semester
 - Biomechanics and/or Kinesiology and Lab* 1 semester
 - Exercise Physiology and Lab* 1 semester
 - Medical Terminology 1 semester
 - Nutrition 1 semester

Application does not constitute acceptance into the program nor is acceptance guaranteed simply upon satisfactory completion of requirements. Admission requirements are weighted. Weighted criteria include overall GPA, Anatomy/Physiology Grades, and GPA from Science Courses carrying a major percentage of the weighting process. Exceptions to the requirements can be made on recommendation by the MATrg Application Committee.*

Admission Acceptance/Denial into the MATrg:

The MATrg application process is a competitive process. A committee reviews the completed graduate school application and determines if a student is granted an interview. The committee will set up a time with the student to complete the interview process (Skype or in person). Students will be notified by the NDSU Graduate School regarding acceptance in the MATrg program. All NDSU Graduate School Policies will be followed accordingly.

Retention Standards:

- Maintain an overall grade point average of 3.0 on a 4.0 scale.
- Receive a "B" or higher in all required MATrg courses (see Plan of Study).
 - Students who fail to earn a "B" or higher will not be allowed to advance in the MATrg program until the course is retaken and "B" or higher is earned. Graduate School policies will be followed regarding student status.
 - Students may only retake 1 course in the athletic training curriculum if they earn a "C." Earning "C"s in 2 or more classes will result in dismissal from the program.
 - Students earning a "D" or "F" in any athletic training course associated with the intended degree program will result in a dismissal from the program. A reapplication process for the intended degree program would be necessary for the student to complete the program at a later date.
- Meet Technical Standards criteria.
- Display appropriate ethical/moral conduct and behavior as stated in MATrg Student Code of Conduct, NDSU Code of Student Behavior, HNES Graduate Student Code of Conduct, Professional and Academic Honor Codes of the HDE Honor System, NATA Code of Ethics, BOC Standards of Professional Practice.
- Compliance with all policies and procedures as outlined in the MATrg Students Handbook.
- Meet all Graduate School Requirements.

Graduation Requirements:

- Meet all NDSU Graduate School requirements.
- Receive a "B" or higher in all courses.
 - Courses include HNES 770, 774, 775, 776, 778, 780, 781, 782, 783, 784, 785, 789, 793, 794 and Elective Course(s).
- Overall grade point average must be at least 3.0 on a 4.0 scale.
- Documented a minimum of 1150 clinical education hours in various clinical education sites.
- Fulfillment of MATrg retention standards

Prior to Graduating

- Submit Program of Study to Graduate School during first year in the program. ***Plan of Study form*** can be found on the Graduate School website under Current Students and Forms. Advisor and Program Director must sign the Program of Study.
2. Complete Degree Application/Exit Survey form in the last semester of the program.
- ***Degree Application/Exit Survey form*** can be found on the Graduate School website under Current Students and Forms.

The following combinations of courses are suggested semester schedules that allow the student to complete his/her major/option degree program in a five-year span. The arrangement of courses is based on which semesters the course is offered, the classification and the prerequisites or co-requisites required for successful completion of the course. This Plan of Study should be used with the curriculum guide. This is only a guide and circumstances may change the plan.

MATrg Courses	MATrg Course Pre-Requisites
HNES 780 Athletic Training Techniques	Acceptance in MATrg Program
HNES 775 Therapeutic Modalities	HNES 780
HNES 781 Orthopedic Assessment I	HNES 780
HNES 783 Clinical Education I	HNES 780
HNES 770 EB Practice & Research	HNES 775
HNES 782 Orthopedic Assessment II	HNES 781
HNES 784 Clinical Education II	HNES 783
HNES 774 Thearapeutic Exercise	HNES 782
HNES 776 Non-Ortho Assessment	HNES 782

Option 2: PLAN OF STUDY

Master of Athletic Training (MATrg) Program

The following combinations of courses are suggested semester schedules that allow the student to complete his/her degree program in a two-year span. The arrangement of courses is based on which semesters the course is offered, the classification and the prerequisites or co-requisites required for successful completion of the course. This Plan of Study should be used with the curriculum guide. This is only a guide and circumstances may change the plan.

Summer I	Fall Semester I	Spring Semester II	Summer Session
HNES 780 3 cr	HNES 775 3 cr	HNES 770 2 cr	HNES 794 1 cr
	HNES 781 5 cr	HNES 782 5 cr	
	HNES 783 2 cr	HNES 784 2 cr	
	Total 10 cr	Total 9 cr	Total 1 cr
	Fall Semester I	Spring Semester II	
	HNES 774 3 cr	HNES 778 3 cr	
	HNES 776 3 cr	HNES 789 2 cr	
	HNES 785 2 cr	HNES 793 1 cr	
	HNES 793 1 cr	Electives ^^	
	Electives ^^		
	Total 9 cr	Total 7 cr	
	^^ A total of 3 elective credits must be completed: Consult with advisor		
MATrg Courses		MATrg Course Pre-Requisites	
HNES 780 Athletic Training Techniques		Acceptance in MATrg Program	
HNES 775 Therapeutic Modalities		HNES 780	
HNES 781 Orthopedic Assessment I		HNES 780	
HNES 783 Clinical Education I		HNES 780	
HNES 770 EB Practice & Research		HNES 775	
HNES 782 Orthopedic Assessment II		HNES 781	
HNES 784 Clinical Education II		HNES 783	
HNES 774 Thearapeutic Exercise		HNES 782	
HNES 776 Non-Ortho Assessment		HNES 782	
HNES 785 Clinical Education III		HNES 784	
HNES 778 AT Admin & Prof Dev		HNES 776	
HNES 789 Clinical Education IV		HNES 785	
HNES 793 Independent Study I		HNES 770/HNES 782	
HNES 793 Independent Study II		HNES 774/HNES 776	
HNES 794 Practicum		HNES 770/HNES 782	

Course Descriptions

HNES 770 Evidence Based Research and Practice (2 cr)

This course introduces students to current evidence based research methods and the importance of conducting and interpreting athletic training research.

HNES 774 Therapeutic Exercise (3 cr)

Therapeutic interventions involving rehabilitative techniques, equipment, and activities using body movements to enhance function, prevent impairments and activity restrictions to maximize participation and health-related quality of life.

HNES 775 Therapeutic Modalities (3 cr)

Therapeutic interventions involving contemporary modalities to prevent and treat orthopedic injuries to restore and enhance function and maximize participation and health-related quality of life.

HNES 776 Non-Orthopedic Assessment (3 cr)

Clinical evaluation and diagnosis of non-orthopedic conditions and illnesses.

HNES 778 Athletic Training Administration and Professional Development (3 cr)

Understand the Health care system and professional competence as related to athletic training.

HNES 780 (3 cr) Athletic Training Techniques

Exposure to a variety of foundational athletic training skills and techniques.

HNES 781 Orthopedic Assessment I (5 cr)

Clinical evaluation and diagnosis of the lower extremity.

HNES 782 Orthopedic Assessment II (5 cr)

Clinical evaluation of the upper extremity, head, and spine.

HNES 783 Athletic Training Clinical Education I (2 cr)

Clinical experiences and mastery of assigned proficiencies. Didactic learning will include environmental conditions/illnesses and protective devices.

HNES 784 Athletic Training Clinical Education II (2 cr)

Clinical experiences and mastery of assigned proficiencies. Didactic learning will include general nutrition concepts and prevention and health promotion concepts.

HNES 785 Athletic Training Clinical Education III (3 cr)

Clinical experiences and mastery of assigned proficiencies. Didactic learning will include mental health conditions and therapeutic medications.

HNES 789 Athletic Training Clinical Education IV (2 cr)

Clinical experiences and comprehensive mastery of assigned proficiencies. Didactic learning will include psychosocial strategies and referral, and cultural competence.

HNES 793 Independent Study (1 cr)

Students will write a Case Report manuscript or other comprehensive paper.

HNES 794 Practicum (1 cr)

Clinical experiences and mastery of completed proficiencies.

Part II: MATrg Policy and Procedures

Academic Counseling

Students are required to meet with their assigned MATrg advisor each semester. Students may also consider contacting the Career Center or Academic Counseling Services at http://www.ndsu.edu/counseling/academic_counseling/ for additional assistance.

Academic Responsibility and Conduct

Please refer to NDSU Policy Manual Section 335 Code of Academic Responsibility and Conduct (www.ndsu.edu/fileadmin/policy/335.pdf) and Policy 326 Academic Misconduct (www.ndsu.edu/fileadmin/policy/336.pdf).

Appearance/Hygiene Policy

It is essential for all athletic training students to practice good hygiene in the didactic and clinical settings. Hair should be kept neat and out of the way. Facial hair must be kept neatly trimmed. The student should use discretion with make-up, perfume, cologne, and jewelry. The students' appearance and hygiene should not distract from the professional image of an athletic trainer.

Athletic Training Program Student Code of Conduct

As a graduate student in the professional athletic training program at NDSU, it is imperative for students to behave as professionals. Professional behavior is the expectation in all aspects of the program. This includes the classroom, clinical education, and any other situation associated with the program. The foundational behaviors of professionalism include: honesty, integrity, respect, responsibility, compassion, empathy, trustworthiness, effective interpersonal communication, and positively advocating the program and profession.

In the classroom, the student is expected to:

- Attend all classes, arriving on time and remaining until dismissed.
 - This includes during finals week.
- Notify the instructor in advance of anticipated absences, late arrivals, or early departures.
- Refrain from class disturbances.
- Turn off and store away cell phones and all electronic devices unless stated otherwise by the instructor.
- Arrive to class fully prepared for each class session.
- Actively participate in all classes.
- Complete all assignments and exams on time and honestly.
- Maintain a positive attitude during class and outside of class.
- Take responsibility for personal behavior and performance.
- Show respect and care when using any athletic training program equipment during labs, instructional sessions, or data collection.
- Promptly notify the post-professional AT Program Director if any equipment is missing, malfunctioning, or broken.
- Display the foundational behaviors towards classmates, faculty, guest speakers, staff, and administrators.

In the clinical settings, the student is expected to:

- Follow all policies and procedures of the clinical setting.
- Arrive on time.
- Dress professionally and according to the program and site dress code.
- Maintain confidentiality of the patient and student information (HIPAA, FERPA) at all times.
- Follow the NATA Code of Ethics.
- Follow the BOC Standards of Professional Practice.
- Engage in appropriate relationships. The student should not engage in any personal relationships (dating or fraternizing) with patients.
- Take responsibility for personal behavior and performance.
- Display the foundational behaviors towards patients, coaches, athletic trainers, health care professionals, and administrators.

At all times, the student is expected to:

- Represent the MATrg Program in a positive manner.
 - This includes being respectful to the AT faculty and staff, preceptors and other clinical personnel. If the student has a concern, the issue needs to be addressed according to the conflict resolution policy.
 - Students will not disparage the MATrg program, AT faculty, staff, preceptors, associated clinical personnel, or patients. Disparage means any negative statement, either written or oral, about the program, AT faculty, staff, preceptors, associated clinical personnel or patients.
- Represent Athletic Training in a positive manner.
- Display the foundational behaviors towards all individuals that a student may encounter.
- Follow all policies and procedures in the MATrg Student Handbook.

In addition it is the student's responsibility to abide by the following policies regarding student conduct/behaviors.

1. Court conviction for unlawful acts involving violation of university, city, state, or federal law including misuse and abuse of alcohol and other substances and/or illegal possession of substances of abuse (i.e., cited for a possession of alcohol as a minor) is considered a violation of the Student Code of Conduct Policy and subject to disciplinary action by the Athletic Training Program. Students are required to report any court conviction of unlawful acts to the Program Director within 30 days of the conviction. Failure to report unlawful convictions to the Program Director within the 30 days may result in termination from the program.
2. The use of alcohol and other substances and/or illegal possession of substances while traveling with a sport team is prohibited. Violation of this policy is subject to suspension or termination from the program.
3. Sexual harassment is the unwanted imposition of sexual attention, usually in the form of repeated or unwanted verbal or physical sexual advances, sexually implicit or derogatory

statements made by someone in your classroom or workplace which cause you discomfort or humiliation and interfere with your academic or work performance. Sexual harassment can be committed against men or women. Some examples include: sexually oriented jokes and derogatory language in a sexual nature, obscene gestures, displays of sexually suggestive pictures, unnecessary touching, direct physical advances of a sexual nature that are inappropriate and unwanted, requests for sex in exchange for grades, letters of recommendation or employment opportunities, demands for sexual favors accompanied by implied or overt threats.

4. All assignments/exams/materials submitted by an athletic training student for academic evaluation shall be exclusively the work of that student. Any athletic training student who violates this policy or who allows another athletic training student to plagiarize his/her work shall be subject to disciplinary action. Cheating in any manner will not be tolerated.
5. It is the responsibility of the athletic training student observing any form of cheating to personally notify the course instructor and/or the program director.
6. Athletic training students in the MATrg with previous certifications or licensure from a related allied health profession (with the exception of CPR/First Aid) are not recognized in this program (i.e., nursing, massage therapy, CSCS, etc.). Therefore, the practice or application of those skills is NOT permitted in the NDSU Athletic Training Room or affiliated sites. Students shall practice and apply only skills and knowledge appropriate for their level in the program.
7. Discretion should be used with personal/professional relationships. Under no circumstances will inappropriate behaviors be tolerated with respect to amorous interaction in either the didactic or clinical experience environment.

Disciplinary action for violating any of the above policies may include any of the following:

- a. Failure on a particular assignment, test, or course involved.
- b. Academic warning, probation, or suspension from the program, and/or the College of HDE and/or from NDSU.
- c. Suspended for period of time from a portion of the MATrg program.
- d. Expulsion from the MATrg and/or NDSU.

Blood-borne Pathogen Policy

All students in the MATrg must comply with university and program requirements for annual blood-borne pathogen training/updates. Annual training is mandatory for all students. For more information, please refer to www.ndsu.edu/police_safety/training/

BBP Post Exposure Plan can be found at

http://www.ndsu.edu/fileadmin/policesafety/docs/bio_BloodborneExposureControlPlan.pdf

Communication/Cell Phone/Email Policy

Students must turn phone to vibrate or silence during academic course time and clinical education. Students may carry a cell phone during their clinical education but may not use it unless it is an emergency situation. This includes texting.

Email is official form of communication. All students must have an active NDSU account and should check it daily for announcements or messages from faculty and preceptors.

Conflict Resolution Policy

In the real world, when one individual has a concern or issue with a colleague and goes to the supervisor about it, the supervisor asks the individual to sit down with his/her colleague and discuss the concern/issue directly. Therefore, the conflict resolution policy for the MATrg program is to first sit down with the individuals involved in the concerns/issues. During these meetings, the expectation is that all individuals will act professional. For MATrg students, this may mean that the concern/issue is with one of the AT faculty, preceptor, classmate, etc. If the issue/concern is with a classmate, one of the AT faculty should be in attendance of the meeting as a mediator. If the conflict is with one of the AT faculty, preceptor or clinical staff; the student may be intimidated to meet face to face. The student could contact the NDSU Ombuds or his/her advisor (if the advisor is not the person that the concern/issue is about) to help with an approach and wording for this meeting.

If the concern/issue was not resolved with the involved individual, the student should meet with the next person in line. The order of individuals to meet with is below. The student should start with number 1 and move sequentially to number 5, if the situation is not resolved before meeting with number 5. Individuals should not be skipped along the way.

1. MATrg Program Director
2. HNES Graduate Coordinator
3. HNES Department Head
4. HDE Dean
5. NDSU Graduate Dean

The student should not in any way disparage (as defined in the AT student code of conduct) or be disrespectful to the individual who he/she has the concern or issue with. If the student disparages or acts disrespectful to the individual and it gets back to the AT faculty, the Professional Behavior Citation will be followed.

Professional Behavior Citation Policy

As athletic training students, the MATrg students' education must reflect the standards and expectations of the athletic training profession, the MATrg program, the HNES Department, the HDE College, and NDSU. Therefore, the MATrg program expects all students to develop and maintain the competent and compassionate dispositions of health care professionals and behave in a manner that brings honor to their profession at all times.

At NDSU and local health care facilities, an employee is reprimanded one time and then fired if another incident occurs. While we want to treat our students as professionals, we also believe that a second chance should be implemented to truly assess if the student has learned and grown from the situations. However, if the incident is deemed severe enough, it may warrant an immediate request for dismissal from the MS in Advanced AT program. If the incident is determined to be minor by the faculty member and warrants documentation at a level below a Professional Behavior Citation, the faculty member will meet with the student to discuss the concerns and the potential impact of the behavior on the student and others. The faculty member may choose to write a memo outlining the concerns that will be placed in the student's file in the program director's office. When a faculty member documents the warning or professional behavior citation meetings, the student and all members in attendance of the meeting will sign the letter to acknowledge that he/she is aware of the documentation.

If an incident is determined to be at a level for the Professional Behavior Citation (e.g., violating any of the retention standards), the following will occur:

First Professional Behavior Citation:

The faculty member witnessing or being made aware of the incident will set the meeting with the student. The program director will also attend the meeting. If the program director is the faculty member that witnessed/was made aware of the incident, another faculty member (such as the advisor) will also attend the meeting. If the incident occurred in the clinical setting, the GA supervisor/clinical staff will also attend the meeting. The focus of the meeting will be to explain why a citation for unprofessional behavior is being issued and to encourage the student to reflect on professionalism and the importance of appropriate behavior. An action plan may be developed/implemented to help the student work on the issues. The meeting will be documented with copies going to each party and one will be placed in the student's file.

Second Professional Behavior Citation:

The above actions will be taken, in addition to the HNES Department Head and Graduate Coordinator will be in attendance. The student will also be notified that if this behavior continues or if another incident (it can be a completely different unprofessional behavior) occurs, the MATrg program and HNES Department will request for the student to be dismissed from the MATrg program.

Third Professional Behavior Citation:

The purpose of this meeting is to discuss the third unprofessional behavior incident and to inform the student that the MS program and the HNES Department will be requesting for the student to be dismissed from the MATrg program. The Graduate Dean is the one who makes the final decision regarding the student's status within the NDSU Graduate School. The individuals in attendance will be the MATrg program director, advisor, HNES Department Head, HNES Graduate Coordinator, and HDE Dean.

NOTE: If a single or a second incident/activity of unprofessional behavior is deemed to harm another individual or severe enough to warrant immediate disciplinary action. This may include immediate dismissal from the MATrg program.

Dismissal from Graduate School

Graduate students may be suspended or dismissed from NDSU as a result of failure to meet the scholastic standards, academic or professional misconduct, insufficient progress toward a degree, or failure to meet professional expectations or standards. Students suspended or dismissed from the Graduate School are not eligible for admission into any degree-granting or certificate program or into non-degree status for a period of at least one calendar year from the date of their suspension or dismissal. Suspension or dismissal does not become complete until the completion of any appeal process. See the NDSU Graduate School website for further details

<https://bulletin.ndsu.edu/graduate/graduate-school-policies/>.

Employment/Extra-Curricular Activities Policy

All students must understand that all clinical education courses (and any associated requirements for those classes) are considered as academic classes and must be considered a priority over outside employment opportunities or extra-curricular activities. The MATrg does not employ athletic training students for work study positions for financial aid/compensation.

Fraternization/Socialization Policy

The MATrg program strongly discourages fraternization (which includes dating or socializing) between any Clinical Education Site personnel (preceptors/coaches) with athletic training students. The program also strongly discourages fraternization between athletic training students with student-athletes and

Clinical Education Site personnel during the clinical experience. If a student is in a relationship with a student-athlete or any individual associated with the Clinical Education Site, including a preceptor, prior to being assigned, it is the responsibility of the affected parties to disclose this information to the Clinical Education Coordinator immediately for reassignment. If the Clinical Education Site becomes aware of any fraternization occurring, they shall notify the MATrg Clinical Education Coordinator or Program Director so that the situation can be dealt with in accordance with the policy.

The MATrg program adheres to NDSU's Policy 162.1 Consensual Relationships (2):

Consenting romantic and sexual relationships between instructor (meaning all who teach at the University--faculty members, other instructional personnel, and graduate or undergraduate students with teaching, advising, or tutorial responsibilities) and student (meaning any person studying with or receiving advising from the instructor); between supervisor (meaning any person in a position of authority over another--to hire and fire, to grant raises and oversee task performance) and employee (meaning any person working for the supervisor); and between employee and student (where there is an instructional, advisory, or an employment relationship between them) have the potential for extremely serious consequences and ought to be avoided. This list is not all-inclusive, but gives examples of the types of relationships that are covered by this policy (www.ndsu.edu/fileadmin/policy/162_1.pdf).

Grading Scale for MATrg:

All MATrg classes (including clinical education classes) will use the following grading scale:

93% and higher = A
85% to 92.9% = B
78% to 84.9% = C
70% to 77.9% = D
Below 69.9% = F

Immunizations

First year students must provide verification for MMR and Hep B series. Although the Hep B series is not required it is strongly recommended. Second year students will need additional immunizations as a result of Sanford Health requirements. Varicella, Tuberculosis Screening (TB test), and Influenza inoculation shot will be required. Appropriate forms can be found on the MATrg webpage under forms.

Infectious and Communicable Disease Policy

All students must follow OSHA guidelines regarding any incident/exposure involving infectious diseases while under the direct supervision of the MATrg. Discretion in attending class, clinical experiences, and other activities when contagious with an infectious/communicable disease should be used. It is the student's responsibility to obtain documentation from a physician prior to returning to MATrg setting.

A student who is in contact with patients/athletes in their Clinical Education Site may be at risk of exposure to communicable disease as well as have a responsibility to avoid spreading the communicable/infectious disease.

If you are exposed to body fluids while caring for a patient/athlete:

1. Wash the exposed area (not eyes) immediately and thoroughly wash with soap and water. Cover with a dry sterile dressing if an open wound is present.
2. Notify Preceptor immediately. Program Director and Clinical Education Coordinator also need to be notified as soon as possible.
3. Complete an incident report (available form Clinical Education Coordinator or Preceptor); submit one copy to the Preceptor and one copy to Clinical Education Coordinator.
4. Seek medical advice immediately from your choice of provider. Students are not covered under workers' compensation therefore costs of care are the responsibility of the student.

Non-Discriminatory Policy

(North Dakota State University Policy Manual, Section 100) North Dakota State University is fully committed to equal opportunity in employment decisions and educational programs and activities, in compliance with all applicable federal and state laws and including appropriate affirmative action efforts, for all individuals without regard to race, color, national origin, religion, sex, disability, age, Vietnam Era Veterans status or sexual orientation www.ndsu.edu/ndsu/vpsa/code/sccdoc5.htm.

Professional Rescuer CPR/AED

All students are required to maintain current Professional Rescuer CPR/AED. Each fall students will have the opportunity to renew certification in their clinical education courses.

Professional Liability Insurance

Students enrolled in the MATrg curriculum will purchase Professional Liability Insurance through Mercer Consumer Mercer Consumer, a service of Mercer Health & Benefits Administration LLC. (ProLiability.com)

Professional Conduct

Students are expected to be accountable for their reputation. Actions in a student's personal/private life can significantly influence his/her academic career and professional career here at NDSU (and after graduation). Choices related to alcohol or drug use, etc., including inappropriate voicemail or email messages, posting embarrassing photos or information (i.e. Facebook, Twitter) could result in a student's reputation being marred by his/her peers, faculty, preceptors, student athletes, coaches, and potential employers. It is essential to demonstrate sound judgment if a student wishes to receive positive recommendations.

Program Fees/Other Expenses

Program fees are used to purchase professional membership fees to the NATA for the student, professional liability insurance for the student, criminal background checks for the student, software and equipment for courses, selected clothing and other student initiated activities. Additionally, program fees support annual accreditation dues and the on-campus Site Visit (2014-2015), and salary for adjunct teaching. A \$114 per credit per semester program fee will be assessed to students in the Master of Athletic Training (MATrg) degree.

Financial aid can be used to pay for program fees. Without program fees, you would be required to pay numerous course fees and pay for additional expenses (liability insurance, membership dues, etc.) out of your own pocket. Program fees were supported by students who have graduated from this program and allow us to maintain our program and to provide you a quality education.

Additional expenses may include but not limited to: Immunizations (\$ varies depending if student uses his/her own provider or Student Health); additional clothing (\$ varies); and transportation (\$ varies). Students will have clinical experiences on and off campus. If a student does not have transportation, alternative option for transportation will be discussed between the student and Clinical Education Coordinator.

Receipt Policy for Reimbursement

Any receipt that a student needs to be reimbursed from the MATrg Program, HNES Department, and/or HDE College **must** be turned in to the Department Administrative Assistant, Lisa Mann, within 30-90 days from purchase. If it is turned in after the 90 day period and/or after the fiscal year (June 30th), it will not be reimbursed. If there are extenuating circumstances that make it difficult to turn the receipt in on time, notify the program director immediately.

Scholarships Available

The College of Human Development and Education (HDE) has "in-house" awards. The awards are divided by majors. The HDE Scholarship committee, made up of faculty from each department, determine some of the scholarships. For the HNES Department, the faculty determine the winners for their respective degree program. For athletic training, there are two scholarships, the Buck (Francis) and Honey (Dorothy) Isrow Family Scholarship and the Dr. E.P. and Lucy E. Wenz Graduate Scholarship. The athletic training faculty determine the recipients based on the criteria for each. All of the students in the College of HDE are sent email reminders about the scholarships once a month starting in November and ending in February.

Information about state, district, and national scholarships are available to all students on the program's blackboard site under the district meeting and scholarship information.

Scholastic Standards per NDSU Graduate School

To be in academic good standing and to receive a graduate degree, a student must have a cumulative grade point average (GPA) of at least 3.0.

All courses taken by a graduate student for which grades are given will be used in calculating the grade point average, except where a course has been repeated. Both grades will appear on the transcript, but only the second grade will be used in calculating the grade point average. (A specific course can be re-taken only once, and only three total courses can be retaken). Satisfactory or Unsatisfactory is assigned for research credits, and they are not used in calculating the GPA.

In fulfilling graduate course requirements on any plan of study, only grades of A, B, or C are acceptable. For master's paper (797), master's thesis (798), and doctoral dissertation (799), only the grade of satisfactory (S) is acceptable. For seminar (790/890), case studies (792/892), individual study/tutorial (793/893), practicum/internship (794/894), or field experience (795/895), only grades of A, B, C, or S are acceptable for graduate credit.

Programs and/or supervisory committees may require a higher performance than C in certain courses. While some courses may be used for graduate credit with a grade of C, courses with grades of D, F, and U may not be used for graduate credit. Acquisition of more than two grades of C, D, F and U may be grounds for dismissal upon recommendation by the program administrator.

These minimal scholastic requirements apply to each student enrolled in the Graduate School. Additional requirements may exist for certain graduate programs.

Academic Warning

Any student in GOOD STANDING whose cumulative grade point average drops to less than 3.0 at any time of attendance is automatically placed on academic WARNING. Any student admitted in CONDITIONAL status because of grade deficiency is automatically placed on academic WARNING. A student on academic WARNING cannot register for following semester until the grades for the current semester post.

If a student on academic WARNING fails to achieve a cumulative grade point average of at least 3.0 in the subsequent semester of attendance, then the student will be placed on academic PROBATION.

Academic Probation

A student on academic PROBATION may not continue the pursuit of the graduate degree program without a waiver from the Dean of the Graduate School acting on a recommendation from the appropriate program administrator. This recommendation must include a review of the student's status and a proposed plan of remediation which will allow the student an opportunity to return to a cumulative grade point average of at least 3.0 within one additional semester. If the cumulative grade point average is not at least 3.0 after this one additional semester, the student will be dismissed from his or her graduate program.

A student on academic PROBATION is not eligible for a graduate assistantship or tuition waiver.

Enrollment Status

Nine credits are considered a full-time graduate load. To receive financial aid, students must be enrolled at least half-time (i.e. 5 credits). Loan deferment may also require full or half-time status. Eligibility varies with financial aid programs and students should contact their lender for requirements. Graduate Assistants working 20 hours per week are considered full-time if registered for five or more graduate credits. Federal law requires all international students with a 20-hour per week assistantship to carry at least six graduate credits for full-time status. Graduate students wishing to register for more than 15 credits in a regular semester shall secure the approval of their department chair and the Dean of the Graduate School.

These minimal scholastic requirements apply to each student enrolled in The Graduate School. Additional requirements may exist for certain graduate programs.

- *Additional requirements: The MATrg program requires a "B" or higher for all required courses.*
- *Students may only retake 1 course in the athletic training curriculum if they earn a "C." Earning "C"s in 2 or more classes will result in dismissal from the program.*

- *Students earning a “D” or “F” in any athletic training course associated with the intended degree program will result in a dismissal from the program. A reapplication process for the intended degree program would be necessary for the student to complete the program at a later date.*

Sexual Harassment Policy

All students in the MATrg must comply with the NDSU Sexual Harassment policy and are required to complete the mandatory annual training www.ndsu.edu/vpedgo/.

Sport and Camp Clinic Policy

An athletic training student who chooses to work summer camps or sport clinics with the Department of Athletics are at no time in association with the NDSU MATrg and is not a part of the student clinical education, is purely voluntary, non-compulsory and is contrary to CAATE Standards and Guidelines.

Students *may not perform* any athletic training duties associated with the MATrg. These include but are not limited to:

- Application of therapeutic modalities such as electrical stim or ultrasound
- Distribution of over-the-counter medications
- Evaluation of injury or illness other than for EMS referral
- Prescription of therapeutic exercise programs
- Decision making regarding return to play, or application of taping or bracing techniques to allow for return to play
- *No athletic training education clothing* may be worn while working summer camps or sport clinics.

Technical Standards

The Master of Athletic Training (MATrg) program at North Dakota State University is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the MATrg program establishes the essential qualities considered necessary for students to maintain their status in this program to achieve the knowledge, skills, and competencies of an athletic trainer, as well as meet the expectation of the program's accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]). Students will need to fulfill the technical standards with or without accommodations. The form may need to be resigned if warranted.

Transfer Policy

Students who opt to transfer into the MATrg program must meet all Graduate School and program requirements. The MATrg Application Committee will review all official transcripts to determine transfer eligibility of previous coursework.

Withdrawing or dropping from NDSU

If a student chooses to withdraw or drop from NDSU they must follow appropriate guidelines. Go to <http://www.ndsu.edu/bisonconnection/accounts/withdrawals/> for more information.

Part III: Clinical Experience General Information

Terminology

- *Athletic Training Student (student):*
 - A student who is enrolled in an accredited entry-level athletic training curriculum.
- *Clinical Education*
 - The application of athletic training knowledge, skills, and clinical abilities on an actual patient base that is evaluated and feedback provided by a preceptor.
- *Clinical Site:*
 - A physical area where clinical education occurs. A clinical environment where health care services are provided. The clinical setting should include the athletic training facility, athletic practices, and competitive events. Services include practice and game preparation, injury/illness evaluation, first aid and emergency care, follow-up care, rehabilitation, and related services. Additional clinical settings may be used and may include sports medicine clinics, physical therapy sites, and/or rehabilitation clinics, college or university health centers, hospital emergency rooms, physician's offices, or other appropriated health care settings. The student must be supervised by an appropriate clinical instructor in these settings.
- *Clinical Supervision:*
 - Students must be directly supervised by a preceptor during the delivery of athletic training services. The preceptor must be physically present and have the ability to intervene on behalf of the athletic training student and the patient.
- *Clinical Exposure Requirements:*
 - The Standards for entry-level AT programs (undergrad and graduate) require the documentation of clinical experiences with a variety of different populations for the following areas: Individual and team sports; Sports requiring protective equipment (e.g., helmet and shoulder pads); Patients of different sexes; Non-sport patient populations (e.g., outpatient clinic, emergency room, primary care office, industrial, performing arts, military); A variety of conditions other than orthopedics (e.g., primary care, internal medicine, dermatology).
- *Preceptor*
 - A certified/licensed professional who teaches and evaluates students in a clinical setting using an actual patient base.
- *Standards and Guidelines:*
 - The Standards are the minimum standards of quality used to accredit programs that prepare individuals to enter Athletic Training. The Standards constitute the minimum

requirements to which an accredited program is held accountable. The Guidelines provide examples to assist in interpreting the Standards.

Student Roles and Responsibilities

At all times, the student is expected to display professionalism, including respect, integrity, appropriate attire, timeliness, etc. The student's behavior is a reflection of the MATrg. For each clinical experience course, the student will be evaluated on a number of CIP's in the clinical setting. It is the student's responsibility to take initiative and approach the preceptor to evaluate the CIPs. If the student has waited until the last minute, the preceptor has the right to refuse to evaluate the proficiencies. All students are expected to demonstrate a high level of competency of skills learned throughout the entire length of the educational program.

MATrg First Year Student:

Summer Session (associated with HNES 780) No clinical hours will be logged during this time.

Fall Semester (associated with HNES 783 Clinical Education I)

Students will be assigned to a preceptor for the majority/entire semester. The student will work with the assigned preceptor to determine his/her one day off per week (if possible).

Hours will begin prior to the start of the academic year. Start time will depend on site/team assignment. Refer to corresponding syllabi.

Spring Semester (associated with HNES 784 Clinical Education II)

Students will be assigned according to the clinical experience schedule. The student will work with the assigned preceptor to determine his/her one day off per week. Hours may extend beyond the academic year depending on site/team assignment. Refer to corresponding syllabi.

MATrg Second Year Student:

Summer Semester (associated with HNES 794 Practicum)

Students will be assigned to a preceptor for NDSU Fall Camp (FB, VB, or SOC). Refer to corresponding syllabi

Fall Semester (associated with HNES 785 Clinical Education III)

Students will be assigned to a preceptor for the majority/entire semester. Students will work with the assigned preceptor to determine his/her one day off per week. Refer to corresponding syllabi.

Spring Semester (associated with HNES 789 Clinical Education IV)

Students will be assigned to a preceptor for the majority/entire semester. In addition, students will also be assigned to non-orthopedic, physical therapy and orthopedic clinical experiences. Students will work with the assigned preceptor to determine his/her one day off per week. Hour may extend beyond the academic year depending on site/team assignment. Refer to corresponding syllabi.

As an athletic training student, the responsibilities include:

- Pre-practice/game preparation
- Post-practice/game clean up
- Cleaning/maintenance of Athletic Training Room (ATR) (per preceptor)
- Documentation of student athlete treatments

- Proficiencies for the associated clinical experience course
- Practice skills currently learning in courses
- Review and practice skills previously learned in courses
- Take initiative in helping athletes (up to the student's level of education)
- Provide mentoring and leadership to other students
- Assist and cooperate and follow directions given by the preceptor or any supervisor
- Display professional behaviors at all times!

NOTE: Students will have differences of opinion with other students or preceptors regarding patient care. The student should never express his/her disagreement of patient care or decisions of the preceptors in the presence of the student athlete or patient. It is encouraged that the student discusses any differences of opinion in a private setting in a professional manner. Learning different approaches or techniques will make the student well rounded in his/her practitioner skills.

Preceptor Roles and Responsibilities

The preceptor is responsible for directly supervising the students in the clinical setting. Roles and responsibilities of a preceptor include:

- To provide a learning environment that is consistent with the North Dakota State University Master of Athletic Training programs mission and goals.
- To promote a positive and supportive learning environment for students in the MATrg.
- To provide constructive feedback, both written and verbal, to assist student learning and clinical competency.
- To be physically present and provide appropriate supervision, both visual and auditory, when students are performing approved athletic training services.
- To enhance student learning and to provide instruction to students regarding new techniques and skills related to the domains of athletic training.
- To be a role model that promotes and demonstrates professional standards and ethical behavior to the student.
- To practice legally and ethically in accordance to state and national Scope of Practice documents and requirements.
- To ensure the safety of the student, practice safety standards at all times.
- To follow the Standards set forth by the Commission on Accreditation of Athletic Training Education (CAATE).
- To ensure that the policy and procedures in the Athletic Training student Handbook, especially policies on fraternization, alcohol and tobacco use, and code of conduct, are strictly enforced. A hard copy of the relevant policies is provided for your convenience.
- To follow addition criteria set forth by the Affiliated Site Agreement between MATrg and your place of employment. Special note should be give too Section 2(10) and Section3(5).
- If the student's behavior is inappropriate or unsatisfactory, please contact the Program Director, Nikki German at 701-231-8624 or nicole.german@ndsu.edu or the Clinical Education Coordinator, Shannon David at 701-231-5686 or shannon.david@ndsu.edu immediately.

Part IV: Clinical Experiences Policy and Procedures

Clinical Experience Hours

Requirements

All students in the MATrg are required to accumulate minimum of 1150 hours by the end of his/her clinical education experiences. These hours must be correctly documented E-Value. Each student will be assigned to a variety of on and off campus affiliated sites to meet the accreditation requirement of: Individual and team sports; Sports requiring protective equipment (e.g., helmet and shoulder pads); Patients of different sexes; Non-sport patient populations (e.g., outpatient clinic, emergency room, primary care office, industrial, performing arts, military); A variety of conditions other than orthopedics (e.g., primary care, internal medicine, dermatology).

The majority of proficiencies associated with the student's clinical education course should be evaluated by a preceptor in the clinical setting. All proficiencies are expected to be evaluated at a proficient level. .

Clinical Experience Hours

Students will be required each semester to accumulate a minimum of 250 (*maximum 650*) hours. Practicum hours for fall camp are 75 minimum/150 maximum. It is expected that once a student meets the minimum required hours they continue with their clinical experience responsibilities until the end of the assignment. Clinical hours may take place anytime including evenings, weekends, holidays, and academic breaks (i.e. Thanksgiving, Christmas, Spring Break). It the student's responsibility to track and monitor hours using E*Value to ensure the required number of hours are obtained each semester. If there is a concern regarding clinical education opportunities (ie team travel/days off) the CEC should be notified. Alternative arrangements may be made for additional clinical education opportunities.

Documentations:

Clinical Education:

- All hours will be documented on E*Value (www.evalue.net).
- Hours must be logged weekly. Each Duty Hour Logging Reminder email issued will result in point deductions in the corresponding Clinical Experience course.

Preceptor evaluation forms:

- The preceptor evaluation form will be sent by E*Value and must be filled out and electronically signed by the STUDENT at mid semester and end of semester.

Clinical education site evaluation forms:

- The clinical experience site evaluation forms will also be sent by E*Value. These evaluations must be submitted at the end of the clinical experience.

Clinical Experience Schedules:

The clinical education coordinator (CEC) will assign each student to an affiliated on and off campus sites for each semester. Changes may occur at any time during the semester at the discretion of the CEC and/or preceptor. These changes may have a domino effect. Therefore, all students need to be flexible if changes do occur. Any changes will be noted and an updated experience schedule will be e-mailed to the students and placed on the MATrg bulletin boards.

All students must contact their preceptor at least one week prior to the experience begins to determine a time schedule and site orientation. For off campus experiences, the student must give his/her time schedule to the CEC. The student can notify the CEC by NDSU e-mail, text, or in writing. The CEC needs these schedules to set up times to visit the affiliated sites while the students are at the associated site. Any changes to the schedule must be communicated to the preceptor and CEC.

Day off Policy

All athletic training students will have a minimum of one day off in a seven day period. Students need to work with preceptor(s) and CEC to determine appropriate day off.

Direct Supervision Policy

Students must be directly supervised by a preceptor during the delivery of athletic training services. The preceptor must be physically present and have the ability to intervene on behalf of the athletic training student and the patient. Student(s) left alone in the athletic training room, practice or game venue without direct supervision will be required to leave the venue and immediately report the incident to either the CEC or Program Director.

Dress Code Policy

The following dress code is required at all NDSU athletic training rooms and all off-campus affiliated sites unless otherwise stated.

1. Nametags will be worn and visible at all times.
2. Baseball caps may be worn outside only at practices or at games. They must have an NDSU logo and must be in green, yellow, white or khaki.
3. Outside practices – a winter jacket/hat/mittens etc. as needed. Nametag will be worn so it is visible.
4. The Body Piercing Policy and Hygiene Policy will be enforced.

Practice Dress Code

1. Forrest green or Grey T-shirt (no sleeveless) or sweatshirt with Program logo.
2. T-Shirts must be tucked in the front and back at all times!
3. Khaki pants or shorts only.
 - No insulated/nylon sweatpants.
 - Pant legs should not be dragging on the ground.
 - Pants should fit so no undergarments or body parts are exposed while standing, bending, or squatting (use of belt is suggested).
 - No athletic shorts, denim shorts, or cotton sweatpants.
 - No running tights or compression shorts.
 - Must have at least a 6 inch inseam.
4. Running/tennis shoes only.

Game Day Dress Code

Basketball, Volleyball and Wrestling

1. Student should communicate with a preceptor and must be professionally dressed. See Sanford Dress Code Policy**

All other sports

1. Game shirt polo's
2. Shirts must be tucked in the front and back at all times!
3. Dress Khaki pants or shorts ONLY
 - No cargo or denim pants.
 - No insulated/nylon sweatpants.
 - Pant legs should not be dragging on the ground.
 - Pants should fit so no undergarments or body parts are exposed while standing, bending, or squatting. (use of belt is suggested)
 - No athletic shorts, denim shorts, or cotton sweatpants.
 - No running tights or compression shorts.
 - Must have at least a 6 inch inseam.
5. Brown/Black Dress shoes only (No high heeled shoes for women).

NOTE:

- *Just because an outfit is fashionable, does not mean it is professional!!*
- *Any STUDENT that does not follow the MATrg dress code will be sent home.*

Dress Code policy as stated in the Sanford Student Orientation Handbook

"....it is important that all students project a professional image and reflect Sanford's commitment to the work of health and healing. Modesty, cleanliness and neatness are in the main guidelines to follow in dressing appropriately for student experiences. Clothing must be clean, well fitted, pressed, and appropriate for the service area and the student role. No jeans or other denim pants or skirts; form fitting, skin-tight clothing such as leggings, tights and tight knit tops, high slit skirts, short or mini length dresses or skirts; excessively baggy pants or tops; low cut blouses or tops, "tank tops and crop tops; see through clothing or bare midriff's; athletic style sweatshirts, t-shirts, sweat shirts, wind pants; short; clothing that is patched, torn, or faded; or flip flops.

Excellent personal hygiene is expected at all times. No use of scented lotions, perfumes or cologne is permitted. Body art (tattoos, piercing/jewelry) that may be offensive to patients, family members, other customer or employees, or is deemed inappropriate by Sanford staff is not allowed to be visible. Examples of inappropriate tattoos include anything of an obscene or sexual nature and/or anything that may be construed to be discriminatory against any sex, race, ethnic background or religion. Examples of inappropriate piercing include large ear jewelry or more than 3 pieces of ear jewelry per ear. Students who make inappropriate dress or grooming choices may be sent home to change into acceptable attire or remove offensive odors.

Students having clinical experiences in the operating room will wear hospital- provided surgical scrubs. You will be assisted by operating room staff, your instructor or Student Experiences Coordinator to obtain these scrubs. “

Drug and Alcohol Policy

Refer to the AT student code of conduct and the NDSU drug and alcohol policy. (NDSU’s alcohol and other drugs unlawful and unauthorized use by students, www.ndsu.nodak.edu.policy/155.htm).

Emergency Action Plans (EAP)

Emergency Action Plans are set for any possible injuries to athletes or athletic personnel at North Dakota State University. It is important that all athletic training personnel and students at NDSU and off campus affiliated sites are aware of their respective EAP. NDSU has numerous Automatic External Defibrillators (AEDs) located throughout the athletic venues. Refer to EAP folder on Blackboard for specific locations.

Environmental Policy

NDSU athletics follows the NCAA handbook (www.ncaa.org/health-safety). Also refer to the NATA position statements at www.nata.org/publicinformation/position.htm.

Lightening Policy

NDSU athletics follows the NCAA handbook (www.ncaa.org/health-safety). Also refer to the NATA position statements at www.nata.org/publicinformation/position.htm. Please see off campus EAPs for specific lightening policy.

HIPAA/FERPA Policy

Injury/illness information is protected by federal regulations under either the Health Information Portability and Accountability Act (HIPAA) or the Family Educational Rights and Privacy Act (FERPA) of 1974 (the Buckley Amendment). Additionally the information may not be disclosed without either the authorization of the student athlete (or patient/client) under HIPAA or the consent of the student athlete (or patient/client) under the Buckley Amendment.

NDSU does not have formal training for HIPAA and/or FERPA. Students will be provided information regarding HIPAA/FERPA in HNES 780 and prior to clinical experiences at Sanford sites. All students must comply with requirements. Patient confidentiality is top priority. Attendance and compliance for this training/updating is mandatory for all students.

Medical Confidentiality Policy

All athletic training room records and medical information pertaining to student athletes are considered a part of the student athlete's medical or treatment file. The records and information are covered by Federal and state laws, including HIPAA, regarding the right to privacy. At no time will an athletic training student give out any medical information regarding a student athlete to anyone.

There will be times when a student athlete's medical information will be discussed in an educational setting or clinical setting. The information you receive, hear, or use during the evaluation, treatment, or rehabilitation pertaining to that student athlete is for the benefit of the athletic training student's educational and clinical experience while on clinical experiences. Any unauthorized release or use of medical information pertaining to student athletes will result in a consequence decided by the Program Director.

Modality Policy

All students must be instructed and evaluated in HNES 780 before using modalities (cryotherapy, thermotherapy, US and E-Stim) in the clinical setting. Additional modality use requires instruction (classroom or clinical setting) prior to students administering treatment. Students need to be directly supervised when applying any modalities.

Therapeutic Equipment Safety Policy

Clinical Education sites (including NDSU Athletics) have multiple therapeutic modalities intended for the use and treatment of student athletes and for instruction in the MATrg program. Students may only use modalities under the direct supervision of a preceptor. All modalities must be calibrated and safety checked by certified personnel according to the manufacturer's recommendation or federal, state, or local ordinance regarding specific equipment calibrations and maintenance. Documentation must be available to the program to verify modalities meet safety policy requirements.

Transportation Policy

All students will be assigned to off-campus affiliated sites throughout their clinical education career. The student is responsible to provide his/her own transportation to the affiliated sites. If transportation to the site is an issue, this must be brought to the attention of the CEC.

Travel Policy

Students may have opportunities to travel; however, this must be approved by the CEC prior to traveling. Students must travel with a preceptor and follow the Direct Supervision Policy.

Part V: Clinical Education Affiliated Sites

On Campus Affiliated Sites:

All on campus sites house NCAA Division I athletic teams.

CVS/SunMart Building (Temporary location during remodel of Bison Sports Arena)

The CVS ATR is the main athletic training room on campus. It houses the offices of the Director of Sports Medicine, assistant athletic trainers, and graduate assistant athletic trainers. It contains a physician office used primarily by the team physicians. It also contains taping, treatment, rehabilitation, and classroom areas. It is located in the north of the FargoDome, adjacent to the CVS.

The athletic teams housed in the BSA ATR include: soccer, cross country, track and field, wrestling (practice), and men's and women's basketball.

Bentson Bunker Fieldhouse Athletic Training Room (BBF ATR):

The BBF ATR is located in the north end of the lower level in the BBF. It houses the following sports: softball, volleyball, women's basketball and wrestling (events).

Fargodome Athletic Training Room (FD ATR):

The Fargodome ATR is located on the east lower concourse of the Fargodome. It houses the following sport: fall and spring football. The following sports may practice in the Fargodome in the spring: softball, soccer, baseball

Newman Outdoor Field Athletic Training Room (NOF ATR):

The Newman Outdoor Field is located at the intersection of Albrecht Blvd. and 15th Ave. N. The ATR entrance is located on the west side of the building. Enter the west doors and continue down the hallway (past the men's locker room) to the end. The ATR will be at the end of the hallway. The athletic team house in the NOF ATR is the baseball team.

Off Campus Affiliated Sites:

The MATrg has various affiliated sites in the Fargo-Moorhead area consisting of high schools, colleges/universities, clinics, hospitals, and a gymnastics organization. They include the following:

American Gold Gymnastics:

American Gold Gymnastics is comprised of the FM Acro Team, the AGG Competitive Team, and the Recreational Class Program. In addition, AGG is home of the Fargo North, Fargo South, West Fargo, and Moorhead High School gymnastics.

Concordia College:

Concordia College is a NCAA Division III athletic program provides exposure to baseball, softball, basketball, cross country, football, golf, hockey, soccer, softball, swimming and diving, tennis, track and field, volleyball, and wrestling.

Fargo North High School:

Fargo North High School provides exposure to dance and cheerleading teams, baseball, softball, basketball, cross country, football, golf, hockey, soccer, softball, swimming and diving, tennis, track and field, volleyball, and wrestling.

Fargo South High School:

Fargo South provides exposure to dance and cheerleading teams, cheerleading, baseball, softball, basketball, cross country, football, golf, hockey, soccer, softball, swimming and diving, tennis, track and field, volleyball, and wrestling.

Fargo Davies High School:

Fargo Davies High School provides exposure to dance and cheerleading teams, cheerleading baseball, softball, basketball, cross country, football, golf, hockey, soccer, softball, swimming and diving, tennis, track and field, volleyball, and wrestling.

Fargo Force (Scheels Arena):

Fargo Force is a minor league hockey team. NDSU Men's basketball plays all home games at Scheels Arena.

Rehab Authority

Rehab Authority provides exposure to physical therapy.

Sanford Power Center:

Sanford Power Center provides exposure to physical therapy and team and individual athletic enhancement.

Sanford Walk-In Clinic:

Sanford Clinic provides exposure to non-orthopedic conditions.

Sanford Orthopedics and Sports Medicine:

Sanford Orthopedics and Sports Medicine is a medical clinical that houses orthopedic physicians, physician assistants, nurses, athletic trainers, and physical therapists.

North Dakota State University
MATrg Program
Handbook Signature Page

I, _____, have read and reviewed the MATrg Student Handbook. I understand and will comply with all of the policies and procedures described above. Furthermore, I understand that this handbook is a working document that may be revised and upgraded throughout my education in the MATrg. As upgrades and revisions are made, copies will be distributed to me and it is my responsibility to read, understand, and comply with all aspects of the MATrg Student Handbook. Finally, I understand that non-compliance with these policies and procedures may result in disciplinary action and may affect my status in the MATrg program.

Student Signature

ID #

Print Name

Date

North Dakota State University
MATrg Program
Medical Confidentiality Oath

Athletic Training is an allied health profession. Therefore, medical records are retained or initiated and confidentiality must be maintained. At no time should there be discussion about an injury or injured athlete with anyone other than the NDSU Sports Medicine staff. This includes parents, roommates, professors, the press, and others in the community, unless the athlete has given consent. Athletic training students must always be aware of their surroundings and other persons present before discussing any confidential information. Below is an oath of confidentiality that will be upheld and signed by the athletic training student.

As an athletic training student, I understand that I have an obligation to myself, to all student-athletes, coaches, and clients at North Dakota State University and affiliated sites, and to my preceptors, to withhold any information that I acquire professionally or socially which is considered confidential, from anyone other than my immediate supervisors. Included in this information is anything relative to the student-athletes medical condition, the treatment and rehabilitation of any medical condition and any information which I acquire during the conduct of my academic and professional duties, or any information that is not considered to be public knowledge. I am aware that any breach of this trust may jeopardize my status in the MATrg at North Dakota State University. Furthermore, I understand that as an athletic training student, I have been provided with a responsibility to uphold the Code of Ethics and Student Code of Conduct as outlined by the National Athletic Trainers' Association and the MATrg respectively.

Student Signature

ID #

Print Name

Date

**North Dakota State University
MATrg Program
Communicable/Infectious Disease Policy**

Infectious/Communicable Disease Policy

All students must follow OSHA guidelines regarding any incident/exposure involving infectious diseases. Discretion in attending class, clinical education, and other activities when contagious with an infectious/communicable disease should be used. It is the student's responsibility to obtain documentation from a physician prior to returning to MATrg setting.

I have read and understand the above NDSU MATrg Communicable/Infectious Disease policy and have had the opportunity to ask questions regarding this policy.

Signature of Student _____

Print Name _____ Date _____

Sanford Infection Control Policy

The most important aspect for preventing the spread of infection is to wash your hands frequently.

- Before and after patient contact
- After contact with blood and other bodily fluids
- After removal of gloves gown or protective clothing
- After touching potentially contaminated items
- Before performing invasive procedures

Hand hygiene with alcohol foam is encouraged to cleanse hands unless hands or gloves are visibly soiled or patient is culture positive for c.diff; then soap and water must be used.

**North Dakota State University
MATrg Program
HIPAA Signature Page**

HIPAA Guidelines

I understand the HIPAA guidelines discussed in HNES 780 and had the opportunity to ask questions. As a student I am committed to follow the set forth guidelines and understand my role as student regarding confidential information.

Signature of Student _____

Print Name _____ Date _____