

NDSU | Professional Athletic Training Program

Student Handbook

2017-18

College of Human Development and Education
Department of Health, Nutrition, and Exercise Sciences
Revised July 2017

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Welcome to the Master of Athletic Training Program...

Athletic training encompasses the prevention, examination, diagnosis, treatment and rehabilitation of emergent, acute or chronic injuries and medical conditions. (NATA.org, 2017).

The Master of Athletic Training (MATrg) degree is a professional program for the student who is interested in becoming an athletic trainer. Didactic course work and clinical education 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. The "ATC" credential is awarded upon successful completion of the BOC exam

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 in 2014-2015 with the program awarded 10 years of continuing accreditation. Additional information regarding the CAATE and accreditation can be found at www.caate.net.

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Graduate Education Philosophy

Graduate education is a privilege and not a right. To maintain 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 will result in consequences including possible dismissal from the program.

Transitioning from undergraduate education to graduate education requires a change in philosophy. First, graduate education requires additional studying, researching 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 suggestions to facilitate 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 instructors do not intend to be deliberately confusing, they should not have to oversimplify some necessary complexity in order for students to learn. Some vagueness can encourage creativity. Psychology professor Jennifer Shewmaker, experimented with what is called "free-range assignments." With this approach, students are not prescribed a detailed set of assignments. Instead, they define what kind of assignments they will hand it, 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 expect instructors to 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 the instructors and continue to seek answers and additional information.

Increase accountability. There are knowledge, skills and abilities students have to learn to do. For instance, if technology is used heavily in class, students should learn to perform 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: Instructors should help students, but not 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. Susanna Davis recently shared an 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 instructions will push to students, but it is also reasonable to expect the student to pull other information. 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 mission of the Master of Athletic Training Program is to prepare entry-level athletic trainers to practice medicine in a transformative health care environment. Self-directed learning 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 are expected to act as a health care professional, and will be held to the expectations, policies and procedures, and professional behaviors of a healthcare provider.

Mission Statements

NDSU Mission

With energy and momentum, North Dakota State University addresses the needs and aspirations of people in a changing world by building on our land-grant foundation

HDE Mission

The mission of the College of Human Development and Education at NDSU is to provide nationally recognized educational programs, research and other scholarly activities that focus on people as they interact in work, educational, and living environments.

HNES Mission

Actively Encourage Healthy Lifestyles through Excellence in Teaching, Research and Service

MATrg Mission

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

NDSU MATrg Assessment Plan

Goals	Objectives	Assessment Tool & Associated Course	Benchmark
1.To reinforce cognitive competence in content areas of athletic training education.			
	1A.Students will understand the knowledge required for the profession of athletic training based on the BOC domains.	1A.BOC Self-Assessment Pre HNES 780	Used for baseline data only in order to compare to the BOC Self-Assessment post-test
	1B.Students will demonstrate comprehension of the knowledge and skills of the BOC domains in preparation for the BOC exam.	1B. BOC Self-Assessment Post HNES 778	85% of students will show an increase in averaged scores in all domains from pre-test to post-test
2.To enable students to describe and apply evidence-based medicine in the clinical decision-making process.			
	2A. Students will search and critique literature to develop an appropriate review. (Students are expected to find 3 peer-reviewed articles pertaining to the topic and write a mini literature review).	2A. Literature Review Writing HNES 775, 782	HNES 775= 78% or higher HNES 782= 85% or higher
	2B. Students will demonstrate an understanding of evidences-based medicine by critically analyzing literature in order to formulate	2B. Research HNES 773: Case Study, CAT Project or Research Involvement	100% of students will receive a 85% or better on respective rubrics

	sound clinical decisions and implement best practice.		
3.To emphasize the importance of continual learning and applying skills throughout a professional career.			
	3A. Students will demonstrate comprehension, retention and application of knowledge and skills acquired throughout the 5 semester program.	3A. "Bison Exam" Written Exams and CIP Portfolios HNES 794 (Clinical Experiences courses)	3A. All students must achieve a minimum score of 85% on the written exam. Students have the opportunity to re-take the exams 6 times throughout the semester. If the student is unable to achieve a passing grade on either exam, he/she will fail the associated course. 100% of students will score 100% on all CIPs for associated HNES 794 Clinical Experience course
	3B. Students will evaluate their Preceptor Evaluation to understand their strengths/weaknesses and formulate a professional development plan based on feedback.	3B. Preceptor Evaluations HNES 794 Clinical Experience courses	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. Per the CAATE, faculty will analyze the current year as well as the 3-year aggregate to determine programmatic changes/decisions.	4A. BOC® Exam First-Time Pass Rates No associated course	4A. Per the CAATE, a 3-year aggregate of 70% or higher is required.
	4B. Faculty will critically analyze the feedback of students in the 3-year aggregate to determine programmatic changes/decisions.	4B. Alumni Surveys No associated course	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. The faculty will critically analyze the feedback of employers of graduates from the previous 3 years to determine programmatic changes/decisions.	4C. Employer Surveys No associated course	4C. An average of "2" or higher (considered average) on athletic training knowledge and skills as assessed by their employer/supervisor
5. To assist faculty and preceptors with instructional techniques, methods, and knowledge associated with current standards, competencies, and proficiencies of athletic training.			
	5A. Faculty will evaluate feedback from students at the end of each	5A. SROI's	5A. Faculty members will score a 4.0 or better based on NDSU PTE

	semester regarding the quality of didactic content and instruction.		requirements to the categories of: "the instructor as a teacher" and "the quality of this course"
	5B. Faculty will incorporate new ideas and instructional techniques current in the fields of education and athletic training.	B. Peer Review Evaluations	5B. Faculty will score a 3 or higher on the Peer Review Evaluation. Each faculty member must be observed by a NDSU faculty member once per year.
	5C. Faculty will evaluate feedback from students at the end of each semester regarding the quality of clinical education and experience.	5C. Student Evaluations of Preceptors	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. July 2017: Revised based on curriculum change and feedback from University Assessment Report.

BOC and Graduation Data

Students who successfully meet all requirements of the MATrg program will be eligible to take the Board of Certification (BOC), Inc. exam. The Program Director verifies all candidates' eligibility through BOC Central. Following successful completion (passing) of the computer based exam and completion of the professional program, a student is awarded the credential "ATC. BOC certification numbers are issued upon the BOC receiving an official transcript from NDSU (usually mid-June).

North Dakota State University				Board of Certification (BOC) Data		
Academic 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)
2016-2017	8	8	8	100%	94%	83.6%
2015-2016	2	2	2	100%	94%	82.17%
2014-2015	6	6	5	83%	94%	80.65%
2013-2014	8	8	8	100%	100%	82.85%
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) = 94%						

North Dakota State University				MATrg Graduate Data		
Academic Year	# of Students Accepted	# of Students Graduated	AT Employment within 6 mths	Pursuing Additional Education	Total Employed/ Enrolled	Employment/ Education Rate
2017-2017	10	8	5	1	6	75% (@ 2 mths)
2015-2016	2	2	2	0	2	100%
2014-2015	8	6	6	0	6	100%
2013-2014	10	8	8	0	8	100%
2012-2013	5	5	4	0	4	80%
2011-2012	4	4	4	0	4	100%
2010-2011	5	5	NA	NA	NA	NA

Part I: General Program Information

Requirements for 2017-2018 Admission

Program Website: https://www.ndsu.edu/hnes/athletic_training_professional/

1. Overall GPA of 3.0 at the time of application (3.0 GPA or higher maintained to start of program)
2. 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 2017.
 - 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
3. Research Writing: Students are required to write a research-based position paper making an evidence-based argument for the use of prophylactic tape or bracing. A minimum of two (2) references must be included. Three-page maximum.
4. Three (3) letters of recommendation – at least one letter must be from an instructor/professor. They must testify to integrity (i.e. professionalism, communication skills, work ethic) of the student.
5. International students must meet the following English Language Test score requirements for HNES Graduate Programs:

TOEFL (pbt): 600	TOEFL (ibt): 100	IELTS: 7	Academic PTE: 68
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6. Documentation of a minimum of 50 hours of observation completed under the direct supervision of a BOC ATC® in an athletic training room setting. 50 hours must be completed within one (1) calendar year of application.

Verification Form:

https://www.ndsu.edu/fileadmin/hnes/AT/Athletic_Training_pdfs/Verification_of_AT_Hours.pdf

Send completed form to:

MATrg Program Director
PO Box 6050, Dept 2620
BBFH 24C
Fargo, ND 58108

Application Process

1. Apply on-line through NDSU Graduate School at <https://www.ndsu.edu/gradschool/>
2. Select "Apply Online"
3. Enter your information and create an account
4. Select "**Athletic Training**" as your program of interest
5. Follow steps to complete your application
6. Only completed applications will be reviewed. This includes all letters of recommendations, official transcripts and application payment submission.

****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 completed graduate school applications and selects applicants to 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

1. Maintain an overall grade point average of 3.0 on a 4.0 scale.
2. Receive a "B" or higher (85%) 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.

**** Students in the NDSU Exercise Science/Athletic Training option must successfully complete all Exercise Science requirements and receive a Bachelor's of Science degree a minimum of one semester prior to intended MATrg graduation.**

3. Meet Technical Standards criteria.
https://www.ndsu.edu/fileadmin/hnes/AT/Athletic_Training_pdfs/Technical_Standards.pdf
4. Display appropriate ethical/moral conduct and behavior as stated in MATrg Student Code of Conduct, NDSU Code of Student Behavior, NDSU Graduate School Code of Conduct, Professional and Academic Honor Codes of the HDE Honor System, NATA Code of Ethics, BOC Standards of Professional Practice.
<https://www.ndsu.edu/fileadmin/policy/601.pdf>
https://www.ndsu.edu/hnes/graduate_programs/

[http://www.ndsu.edu/fileadmin/hde/undergraduate/HDE Honor Code-Updated 06-14.pdf](http://www.ndsu.edu/fileadmin/hde/undergraduate/HDE_Honor_Code-Updated_06-14.pdf)
<http://www.nata.org/membership/about-membership/member-resources/code-of-ethics>
http://bocatc.org/system/document_versions/versions/40/original/boc-standards-of-professional-practice-2016-20170615.pdf?1497541442

5. Compliance with all policies and procedures as outlined in the MATrg Student Handbook.
6. Meet all Graduate School Requirements: <https://bulletin.ndsu.edu/graduate/>

Graduation Requirements:

1. Fulfillment of MATrg retention standards.
2. Documented minimum of 1075 clinical education hours in various clinical experience sites.
3. Meet all NDSU Graduate School requirements.
https://www.ndsu.edu/gradschool/graduating_students/
4. 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:
https://www.ndsu.edu/fileadmin/gradschool.ndsu.edu/Forms/Student_Forms/MATrg_PoS.pdf
 - a. Advisor and Program Director must sign the Program of Study.
 - b. Any changes to Plan of Study require advisor approval and completion of Request for Change Plan of Study/Supervisory Committee form:
[https://www.ndsu.edu/fileadmin/gradschool.ndsu.edu/Forms/Student_Forms/Request for Change.pdf](https://www.ndsu.edu/fileadmin/gradschool.ndsu.edu/Forms/Student_Forms/Request_for_Change.pdf)
5. Complete Degree Application/Exit Survey form in the last semester of the program.
 - a. *Degree Application/Exit Survey form* can be found on the Graduate School website under Current Students and Forms:
https://ndstate.co1.qualtrics.com/jfe/form/SV_b1VT0dq33LWvNXL

Grievance Policy

A variety of informal options for reporting available. These include contacting appropriate supervisors or department chairs or other unit administrators; the Dean of Student Life, the Vice President of Student Affairs or the Counseling and/or Disability Services Office (students); the Equal Opportunity Office; the General Counsel's Office; or the Office of Human Resources (employees). Formal grievance option for employees and students are available at: https://www.ndsu.edu/fileadmin/studentlife/PDF_Files/equal_op_grievance.pdf

Plan of Study-Option 1

OPTION 1: Plan of Study					
Exercise Science/ Master of Athletic Training					
The following combination of courses are suggested semester schedules that allow for completion of the degree in a five-year span. Course arrangement is based on the semester course is offered, classification, and pre-co requisite requirements. This is only an outline and should be used with the curriculum guide. Circumstances may change this					
Fall Semester I		Spring Semester I		Summer Session	
ENGL 110/120 <small>(ENGL 110 includes ENGL 110 lab for 1 credit or placement)</small>	3 cr	COMM 110	3 cr		
HNES 170	2 cr	CSCI 114/116	3-4 cr		
Psyc 111	3 cr	Humanities/Global	3 cr		
Electives	6 cr	Electives	6 cr		
Psyc 111					
Total	14 cr	Total	15-16 cr		
Fall Semester II*		Spring Semester II		Summer Session	
BIOL 220	3 cr	BIOL 221	3 cr		
BIOL 220L	1 cr	BIOL 221L	1 cr		
CHEM 121 <small>(pre or coreq Math 103)</small>	3 cr	CHEM 122	3 cr		
CHEM 121 L	1 cr	CHEM 122L	1 cr		
PHYS 211 (prereq Math 105)	3 cr	HNES 365	3 cr		
PHYS 211 L	1 cr	STAT 330	3 cr		
HNES 250	3 cr	Electives	3 cr		
Total	15 cr	Total	17 cr		
Fall Semester III **		Spring Semester III		Summer Session	
PSYC 211	3 cr	HNES 368	3 cr	HNES 780	3 cr
HNES 374	3 cr	HNES 370	3 cr		
HNES 375	3 cr	HNES 371	3 cr		
HNES 496	1 cr	HNES 465	3 cr		
Humanities/Diversity	3 cr	HNES 466	1 cr		
Upper Division Writing	3 cr	HNES 491	1 cr		
		Electives	3 cr		
Total	16 cr	Total	17 cr	Total	3 cr
Fall Semester IV		Spring Semester IV		Summer Session	
HNES 472	3 cr	HNES 770	2 cr	HNES 475	12 cr
HNES 476	2 cr	HNES 782	5 cr	HNES 794	1 cr
HNES 496	1 cr	HNES 794	2 cr		
HNES 775	3 cr				
HNES 781	4 cr				
HNES 794	2 cr				
Total	15 cr	Total	9 cr	Total	13 cr
Fall Semester V		Spring Semester V			
HNES 774	3 cr	HNES 778	3 cr		
HNES 776	2 cr	HNES 773	2 cr		
HNES 772	2 cr	HNES 794	2 cr		
HNES 794	2 cr				
Total	9 cr	Total	7 cr		

*Apply to the Exercise Science Program **Apply to MATrg Program

Recommended Elective Options fo

PHYS 212- College Physics & Lab
BIOL 150- General Biology
BIOL 151- General Biology Lab
PSYC 270- Abnormal Psychology
PSYC 280- Intro to Health Psych

PHARM 170- Common Med and Disease

HNES 217- Pers/Comm Health
HNES 388- Prevention and Care of Athletic Injuries
HNES 455- Sports Nutrition

PHARM 170- Common Med and Disease

* A Medical Terminology course is required for MATrg program

***HNES 260 Medical Terminology OR**

***VETS 115 Medical Terminology for the Paraprofessional**

Plan of Study-Option 2

OPTION 2: Plan of Study

Master of Athletic Training

The following combination of courses are suggested semester schedules that allow for completion of the degree in a two-year span. Course arrangement is based on the semester course is offered, classification, and pre-co requisite requirements. This is only an outline and should be used with the curriculum guide. Circumstances may change this plan.

Summer Session I		Fall Semester I		Spring Semester I	
HNES 780	3 cr	HNES 775	3 cr	HNES 770	2 cr
		HNES 781	4 cr	HNES 782	5 cr
		HNES 794	2 cr	HNES 794	2 cr
Total	3 cr	Total	9 cr	Total	9 cr
Summer Session II		Fall Semester II		Spring Semester II	
HNES 794	1 cr	HNES 774	3 cr	HNES 778	3 cr
		HNES 776	2 cr	HNES 773	2 cr
		HNES 772	2 cr	HNES 794	2 cr
		HNES 794	2 cr		
Total	1 cr	Total	9 cr	Total	7 cr

HNES 780 Athletic Training Techniques

HNES 775 Therapeutic Modalities

HNES 781 Orthopedic Assessment I

HNES 794 Clinical Experience I

HNES 770 EB Practice and Research

HNES 782 Orthopedic Assessment II

HNES 794 Clinical Experience II

HNES 794 Clinical Experience III

HNES 774 Therapeutic Exercise

HNES 776 Non-Ortho Assessment

HNES 772 Prevention and Health Promotion

HNES 794 Clinical Experience IV

HNES 778 AT Administration and Professional Development

HNES 773 Athletic Training Capstone

HNES 794 Clinical Experience V

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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. Prereq: HNES 775

HNES 772 Prevention and Health Promotion in Athletic Training (2 cr)

General nutrition, prevention and health promotion concepts, and psychosocial and mental health aspects in athletic training. Preq: HNES 770

HNES 773 Athletic Training Capstone (2 cr)

Comprehensive review of patient case scenarios using evidence-based practice for clinical integration as a healthcare professional. Prereq: HNES 774, HNES 776

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. Prereq: HNES 782

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. Prereq: HNES 780

HNES 776 Non-Orthopedic Assessment (2 cr)

Clinical evaluation and diagnosis of non-orthopedic conditions and illnesses. Prereq: HNES 782

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

Understand the Health care system and professional competence as related to athletic training. Preq: HNES 776

HNES 780 (3 cr) Athletic Training Techniques

Exposure to a variety of foundational athletic training skills and techniques. Prereq: Admission to the Master of Athletic Training program.

HNES 781 Orthopedic Assessment I (4 cr)

Clinical evaluation and diagnosis of the lower extremity. Prereq: HNES 780

HNES 782 Orthopedic Assessment II (5 cr)

Clinical evaluation of the upper extremity, head, and spine. Prereq: HNES 781

HNES 794 Practicum – AT Clinical Experience I (2 cr)

Clinical experiences and mastery of completed proficiencies.

HNES 794 Practicum – AT Clinical Experience II (2 cr)
Clinical experiences and mastery of completed proficiencies.

HNES 794 Practicum – AT Clinical Experience III (1 cr)
Clinical experiences and mastery of completed proficiencies.

HNES 794 Practicum – AT Clinical Experience IV (2 cr)
Clinical experiences and mastery of completed proficiencies.

HNES 794 Practicum – AT Clinical Experience V (2 cr)
Clinical experiences and mastery of completed proficiencies.

Bison Exams

As a part of the comprehensive assessment plan associated with the MATrg program, an emphasis has been placed on learning over time and applying knowledge and skills throughout the curriculum. Students will complete a written comprehensive examination at the beginning of each semester to evaluate the students' knowledge, skills, and abilities to that point in the program. A practical examination will be completed at the end of each academic year. Bison Day Exams will reflect content from all previous courses. Students must obtain an 85% or higher on the exam. Students scoring below an 85% will have the opportunity to retake a Bison Game Day Exam until a passing score of 85% or higher is attained (*maximum of six attempts per semester*). If a student does not pass the exam by the end of the semester, the student will receive a failing grade for the associated clinical education course (HNES 794 Practicum. Students will not be able to progress to the next semester; rather he/she will have to wait until the course is offered the following year.

InterprofessionaI Education Seminar

The purpose of this seminar is to expose students to a variety of interprofessionaI education opportunities. Students are required to attend and participate in all seminars. Seminar information will be provided each semester in the corresponding HNES 794 Practicum course. Students will complete a post-event survey and reflection for each seminar topic and speaker.

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).

American with Disabilities Act

Any students with disabilities or other special needs, who need special accommodations in this course are invited to share these concerns or requests with the instructor and contact the Disability Services Office as soon as possible. <https://www.ndsu.edu/disabilityservices/>

Appearance/Hygiene Policy

Professional appearance instills confidence in others, sends a clear message that the professional is credible and reflects self-confidence and good health. Students are expected to demonstrate a professional appearance and demeanor in all academic and clinical settings.

- Appropriate dress includes an athletic training or NDSU shirt and Khaki pants or shorts.
 - Athletic shorts or sweatpants may be worn for didactic lab days only
- Hair should be clean and non-distracting. Long hair should be pulled back in the clinical setting.
- Facial hair should be groomed and non-distracting.
- Jewelry, make-up, perfume/cologne should be not be overwhelming.
- Good hygiene practices are essential as an healthcare provider.
- The student's appearance and hygiene must not distract from the professional image of an athletic trainer.

Athletic Training 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 including the classroom, clinical education/experience, 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 finals week.
- Arrive to class prepared for each class session.
- Actively participate in all classes.
- Refrain from class disturbances.
- Turn off and store away cell phones and all electronic devices unless permitted by the instructor.
- Notify the instructor in advance of anticipated absences, late arrivals, or early departures.
- 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:

- Arrive on time.
- Follow all policies and procedures of the clinical setting.
- 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 conflict resolution policy should be used.
 - Students will not disparage the MATrg program, AT faculty, staff, preceptors, associated clinical personnel, or patients. This includes any negative statement, 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.

NDSU Policy 335: Code of Academic Responsibility and Conduct applies to cases in which cheating, plagiarism, or other academic misconduct have occurred in an instructional context. Students found guilty of academic misconduct are subject to penalties, up to and possibly including suspension and/or expulsion. Student academic misconduct records are maintained by the Office of Registration and Records. Informational resources about academic honesty for students and instructional staff members can be found at www.ndsu.edu/academichonesty.

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 with previous certifications or licensure from a related allied health profession (with the exception of CPR/First Aid) must receive permission from Program Director, Coordinator of Clinical Education AND supervising preceptor(s) to perform skills outside the scope of Athletic Training.
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.
8. 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., inappropriate voicemail or email messages, incriminating/distasteful photos or information social media activity (i.e. Facebook, Twitter, Snapchat) 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.

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

- a. Failure on 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 from a portion of the MATrg program.
- d. Expulsion from the MATrg and/or NDSU.

Blood-borne Pathogen Policy

The purpose of this plan is to eliminate or minimize exposure to blood borne pathogens and other potentially infectious materials and to comply with the Department of Labor Occupational Safety and Health Administration (OSHA) Blood Borne Pathogens standard, 29 CFR 1910.1030:

https://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=STANDARDS&p_id=10051

and NDSU Bloodborne Pathogen Training provided through the University Police and Safety Office. 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: https://www.ndsu.edu/police_safety/annual_notices_and_training/

BBP Post Exposure Plan can be found at:

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

Communication Policy

Students must turn phone to vibrate or silence during academic course time and clinical education. If you must answer a coming call or a text message, please leave the classroom to respond to the call or message. Please visit with me before class if there is a reason that you need such a device on during class. 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/staff/preceptors and relevant university announcements and information.

Conflict Resolution Policy

When there is a concern or issue with a colleague, it is common practice for to meet with the colleague and discuss the concern/issue directly. The conflict resolution policy for the MATrg program is to first meet with the individual(s) with the expectation is that all individuals will act professionally. 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 can contact the NDSU Ombuds (<https://www.ndsu.edu/ombud/>) 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 is not resolved the student should follow the chain of. Individuals should not be surpassed with the chain. Disparaging comments or disrespectful behaviors will not be tolerated and are subject to Behavior Citation Policy.

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

Criminal Background Check

All students must complete a criminal background check upon acceptance into the MATrg program. This policy is intended to safeguard patients/student-athletes at the clinical sites. An electronic invitation will be sent to each student. The criminal background checks will be completed by the student on-line through Castlebranch. Check includes County Criminal, Nationwide Record Indicator with SOI, Social Security Alert and Residency History. Programs fees will cover the cost of the background check.

All reports will be made available to the Director of Athletic Training from the agency providing the background check and will be kept confidential. Some information may be released beyond the administration of the Athletic Training Program as deemed necessary. Students will be notified if any information in the report may preclude them from being placed in the clinical sites associated with the education program. Students that are not able to complete the clinical aspect of the program will not be able to satisfy the requirements of the degree. Any student with such information in a report will have the opportunity to submit a written explanation that will be reviewed by program and university administration.

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/>.

Drug and Alcohol Policy

Refer to the AT student code of conduct and the NDSU drug and alcohol policy.
<https://www.ndsu.edu/fileadmin/policy/155.pdf>

Employment/Extra-Curricular Activities Policy

All students must understand that all clinical education/experience courses (and any associated requirements for those classes) are considered 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.

Enrollment Status

Nine credits are considered a full-time graduate load. Students wishing to change their enrollment status (Leave of Absence, Family/Medical Accommodation Extension, Withdraw, etc.) must fill out the appropriate forms (https://www.ndsu.edu/gradschool/current_students/forms/). The Graduate School must approve all changes in enrollment status. In addition, the student should discuss the impact changing enrollment status may have on the timeline for completion of the MATrg program.

Fraternization/Socialization Policy

The MATrg program adheres to the Consensual Relationship Policy:

https://www.ndsu.edu/fileadmin/policy/162_1.pdf

The MATrg program strongly discourages fraternization (which includes dating or socializing) between Athletic Training Students and any Clinical Education Site personnel (preceptors/coaches). The program also strongly discourages fraternization between Athletic Training Students and Student-Athletes. If an Athletic Training Student is in a relationship with a student-athlete or Clinical Education/Experience Site personnel, prior to being assigned, this information must be disclosed to the Coordinator of Clinical Education for reassignment. If the Clinical Education Site becomes aware of any fraternization occurring, they shall notify the MATrg Coordinator of Clinical Education or Program Director so that the situation can be handled appropriately.

Grade Policy

A grade of "B" (85%) or higher is required for all athletic training courses (see Retention Standards policy). All MATrg courses 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

Students are required to a Mid-Semester Grade Check form to the program Director during the 8th week of each fall and spring semester. All current grades must be reported and verified by course instructor. Students have the option to provide comments regarding grade status. Students with an 87% or less in any class or clinical education/experience concerns (as reported by preceptors or CCE) must meet with program director and academic advisor. The purpose of the meeting is to identify and address areas of concern and develop an action plan of strategies for student success. Students must achieve an 85% or higher in all curriculum courses to advance in the MATrg program.

Immunizations

First year students must provide verification for MMR, Varicella and Hep B series. Although the Hep B series is not required it strongly recommended. Second year students will need Tuberculosis Screening (TB test), and Influenza inoculation shot. Appropriate forms can be found on the MATrg BlackBoard under forms or on the NDSU MATrg website and are sent in summer information packet.

Infectious and Communicable Disease Policy

All students must follow OSHA guidelines regarding any incident/exposure involving infectious diseases while participating in any activity associated with the MATrg Program. 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 (if required) from a physician prior to returning to relevant MATrg setting(s).

Students in contact with patients/athletes at Clinical Experience Sites may be at risk of exposure to communicable disease and have a responsibility to avoid spreading the communicable/infectious disease. (See Infectious and Communicable Disease Policy in **Forms** section of Handbook)

If you are exposed to body fluids while caring for a patient: (See BBP Exposure Policy)

1. Wash the exposed area (not eyes) immediately and thoroughly with soap and water. Cover with a dry sterile dressing if an open wound is present.
2. Notify Preceptor immediately. Program Director and Coordinator of Clinical Education also must be notified as soon as possible.
3. Complete an incident report (available form Coordinator of Clinical Education or Preceptor); submit one copy to the Preceptor and one copy to Coordinator of Clinical Education.
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

The MATrg program follows all policies and procedures regarding discrimination.

NDSU does not discriminate in its programs and activities on the basis of age, color, gender expression/identity, genetic information, marital status, national origin, participation in lawful off-campus activity, physical or mental disability, pregnancy, public assistance status, race, religion, sex, sexual orientation, spousal relationship to current employee, or veteran status, as applicable. Direct inquiries to Vice Provost for Title IX/ADA Coordinator, Old Main 201, NDSU Main Campus, 701-231-7708, ndsuoaa@ndsuo.edu.
EQUAL OPPORTUNITY AND NON-DISCRIMINATION POLICY: <https://www.ndsu.edu/fileadmin/policy/100.pdf>

If you believe you have been subjected to discrimination, harassment, and/or retaliation, you are encouraged to file a complaint and to do so as soon as possible. In most cases, the deadline to file a complaint is within 180 calendar days of the most recent incident of discrimination, harassment, and/or retaliation, although there are exceptions based on your reason for the delay in filing. Information for filing a complaint can be found at: https://www.ndsu.edu/equity/filing_a_complaint_at_ndsu/

DISCRIMINATION, HARASSMENT, AND RETALIATION COMPLAINT PROCEDURES:

<https://www.ndsu.edu/fileadmin/policy/156.pdf>

Non-NDSU Athletic Training Opportunities

Clinical education and experience opportunities provided to the students are a part of the MATrg program required curriculum. All clinical education and experiences take place in an affiliated clinical site. Any athletic training camp, clinic, internship, or employment opportunity that falls outside of the MATrg program's requirements is not endorsed or recommended by the MATrg. Students who voluntarily engage in activities outside the MATrg program are NOT considered athletic training students and should not refer or represent themselves as such. Utilizing "athletic training student" status during this timeframe is inappropriate and may place the student in violation of the corresponding state practice act.

Students *may not perform* any athletic training duties outside of MATrg curriculum courses and clinical education experiences. 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/clinics, internships, or other employment opportunities.

Students are encouraged to discuss Non-NDSU athletic training opportunities the CCE to determine the feasibility of the opportunity becoming an MATrg affiliated clinical site.

Participation, Waiver, and Release of Liability

All students must sign the university Participation, Waiver, and Release of Liability form as acknowledgment and assumption of risk for participating in the MATrg program. This includes didactic courses and associated labs and all clinical education experiences.

<https://www.ndsu.edu/fileadmin/vpfa/forms/UPSO-Waiver.pdf>

Professional Behavior Citation Policy

Upon graduation students are expected to practice healthcare in a manner consistent with NATA Code of Ethics and compliant with the BOC Standards of Professional Practice, and applicable institutional/organizational, local, state, and federal laws, regulations, rules, and guidelines.

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 may be terminated following a recurrent incident. While we want to treat our students as professionals, we also believe teachable moments and the opportunity to learn from mistakes. A Professional Behavior Citation (See *Forms* Section) will be issued by faculty/preceptor for inappropriate behavior. Consequences of the Citation range from a written memo of warning to immediate dismissal from the program based on the severity of the infraction. At a minimum the student, faculty/preceptor issuing the Citation and MATrg Program Director will meet to discuss the infraction and necessary action plan.

Professional Rescuer CPR/AED

All students are required to obtain and maintain current Professional Rescuer CPR/AED. An initial American Red Cross CPR for the Professional Rescuer course will be taught in HNES 780. This course will also include AED and Emergency Oxygen Training.

Professional Liability Insurance

Students enrolled in the MATrg curriculum will obtain Professional Liability Insurance through Mercer Consumer Mercer Consumer, a service of Mercer Health & Benefits Administration LLC. (ProLiability.com). Program fees will be used to purchase a 2-year policy for each student.

Program Fees and Other Expenses

A \$114 per credit per semester program fee will be assessed to students in the Master of Athletic Training (MATrg) degree. Program fees were initiated and approved by athletic training students. Program fees provide support for the MATrg program and assist in providing quality education for all students.

- The program fees are used to support the following:
- Accreditation fees (annual fee and periodic site visit fees)
- Accreditation and program student requirements (i.e. liability insurance, professional membership dues, criminal background checks, immunizations)
- Professional development opportunities for students (i.e. conferences, research support, guest speakers, certifications for clinical practice [not BOC, Inc. Exam])
- Supplies and equipment for didactic courses and clinical education
- Technology support, equipment and supplies for classroom
- Stipend for preceptors (supervise students in clinical setting)
- Stipend (one-month salary) for program coordinator position
- Operational and administrative expenses associated with the MATrg program
- Clothing and supplies as required by clinical sites for clinical education (nametags, medical bags, shirts, jackets, shoes).
- Special events with required attendance by the program (i.e. speaker series, graduation hooding ceremony)

Financial aid can be used to cover program fees. Without program fees, students would be required to pay numerous fees and additional expenses out of pocket.

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 and are responsible for their own transportation to all sites.

Program fee information is available on the MATrg website. In addition, program fees are discussed at the beginning of each academic year with all students signing a Program Fee Acknowledgement form. A budget update is posted to blackboard each month. Students may request and review budget information with the program director at any time.

Reimbursement Policy

Reimbursable expenses (program, department, or college funds) must be approved by the program director or CCE prior to purchase. All receipts and required paperwork **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-in receipt/paperwork on time, notify the program director immediately.

Scholarships

The College of Human Development and Education (HDE) has "in-house" awards and information regarding other local, state, and national scholarship opportunities. 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. Additional scholarship information is available at:

https://www.ndsu.edu/hde/hde_scholarships/

Scholarship opportunities are also available from athletic training professional organizations such as the NATA, MAATA, and NDATA. Additionally, students can find this information by visiting the state, district, and national athletic training websites: www.nata.org , www.maataad5.net , and www.ndata.org

Scholastic Standards, 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 GPA. Credits taken as Satisfactory or Unsatisfactory grading are not used in calculating the GPA. When a course has been repeated, both grades will appear on the transcript, but only the second grade will be used in calculating the GPA. A specific course can be retaken only once, and only three total courses can be retaken.

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 (899), only the grade of satisfactory (S) is acceptable. For seminar (790/890), graduate teaching experience (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, or U may not be used for graduate credit. Acquisition of more than two grades of C, D, F or U may be grounds for dismissal upon recommendation by the program administrator.

These minimal scholastic requirements apply to each student enrolled in the Graduate College. Additional requirements may exist for certain graduate programs. **The MATRg program requires a “B” grade (85% or higher) in all program courses outlined in the student’s plan of study.**

Academic Warning

Any student in GOOD STANDING whose cumulative GPA 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 the following semester until the grades for the current semester post.

If a student on academic WARNING fails to achieve a cumulative GPA 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 a graduate degree program without a recommendation from the appropriate program administrator and a waiver from the Dean of the Graduate College. This recommendation must include a review of the student's current status and a proposed plan of remediation which provides the student an opportunity to return to a cumulative GPA of at least 3.0 within one additional semester (fall or spring) for full-time students and two semesters for part-time students (i.e. students taking 5 credits or fewer).

The remediation plan must be developed in collaboration with the advisor and approved by the graduate program director or department chair; the approved remediation plan has to be submitted to the Graduate College in order to receive a waiver from the Dean of the Graduate College.

This plan must include:

- the specific course(s) you plan to take
- verification that the course(s) will be offered
- the grade you plan to earn in order to return to a cumulative GPA of at least 3.0 within one semester
- any additional information that addresses past obstacles to academic success (optional).

The remediation plan must be submitted and approved in time for the student to register for the academic term (fall or spring) that immediately follows the term in which the student was placed on probation. If the student does not submit an acceptable plan in time to enroll for the next academic term (fall or spring), or if the cumulative GPA is not at least 3.0 after the probationary period, 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.

Dismissal from the Graduate College

Graduate students may be suspended or dismissed from NDSU as a result of failure to meet our scholastic standards, academic or professional misconduct, insufficient progress toward a degree, failure to meet professional expectations or standards or failure to submit an acceptable remediation plan. Students suspended or dismissed from the Graduate College 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](#).

Graduate Student Appeals

The philosophy of the Graduate College at North Dakota State University is to encourage and seek resolution of problems at the level most closely related to the origin of the specific disputes. This means:

1. the student is to first discuss the problem(s) with the person(s) directly involved;
2. if the student is not satisfied after discussing the problem with the person(s) directly involved or if discussion of the problem(s) seems inappropriate because of the nature of the student's complaint, the student should seek advice from the administrator of the program; and
3. depending on the nature of the problem(s), the program administrator or student's supervisory committee chair may deal with the situation directly, advise the student to discuss the problem(s) with the appropriate academic dean and/or the Dean of the Graduate College, or advise the student of the appropriate grievance procedure to pursue.

Areas of possible graduate student appeal include equal opportunity, suspension or dismissal from an academic program or the Graduate College, sanctions for academic dishonesty, and degree-acquisition processes that are unique to graduate education. The burden of proof by a preponderance of the evidence is on the graduate student making the appeal.

Additional information regarding graduate student appeals can be found at:

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

Sexual Harassment, Gender-based Harassment, Sexual Misconduct and Title IX

NDSU is committed to providing a safe, healthy, and non-discriminatory learning, living and working environment for all members of our university community that is free from discrimination on the basis of sex, including sexual harassment, gender-based harassment and sexual assault, stalking and/or intimate partner violence. All students are required to complete the on-line module for Equal Opportunity/Title IX Training each year.

To read the full text of this NDSU policy - Policy 162 - go to: <https://www.ndsu.edu/fileadmin/policy/162.pdf>

Technical Standards

The MATrg 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 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 (CAATE). Students will need to fulfill the technical standards with or without accommodations. A signed Technical Standards form is required at the start of each academic year. A copy of the form is available at:

https://www.ndsu.edu/fileadmin/hnes/AT/Athletic_Training_pdfs/Technical_Standards.pdf

Transfer Policy

Students who wish to transfer into the MATrg program must meet all Graduate School and program

requirements: https://www.ndsu.edu/gradschool/current_students/frequently_asked_questions/#c74237

The MATrg Application Committee will review all official transcripts to determine transfer eligibility of previous coursework. Master's students may transfer up to nine (9) credits from another institution.

Part III: Clinical Experience General Information

Athletic Training Student Responsibilities

1. Actively engage in the learning opportunities through observation, discussion, and participation. Tasks and skills can be performed at the Preceptor' and may include but are not limited to the following.
 - a. Completing proficiencies for the associated clinical experience course
 - b. Practice skills learned in courses
 - c. Take initiative in helping athletes (up to the student's level of education)
 - d. Provide mentoring and leadership to other students
 - e. Cooperatively follow directions given by the preceptor or any supervisor
 - f. Assist with ATR daily operations (practice/game responsibilities and maintenance)
 - g. Complete administrative duties (documentation, inventory,
 - h. Communicating healthcare/wellness professionals, coaches, parents.
2. Engage in conversation with Preceptor(s) to enhance learning and develop inter-professional relationships.
3. Act within the scope of practice as an ATS and emulate practices as outlined in the *BOC Standards of Professional Practice*.
4. Adhere to all policies and procedures of the clinical site and MATrg Student Handbook.
5. Represent the MATrg Program and Athletic Training profession in a positive manner by demonstrating professional and ethical behaviors at all times.
 - a. If at any time the student's behavior is deemed inappropriate, the student is to be dismissed immediately from the clinical site and the Clinical Education Coordinator and/or Program Director will be contacted.

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 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 Responsibilities

1. Promote a positive and supportive learning environment for students in the MATrg Program.
2. Provide constructive feedback to assist student learning and clinical competency.
3. To be physically present and provide appropriate supervision, both visual and auditory, when students are performing approved athletic training services.
4. Enhance student learning and to provide instruction to students regarding new techniques and skills related to the domains of athletic training.
5. Serve as a role model that promotes and demonstrates professional standards and ethical behavior to the student.

6. To practice legally and ethically in accordance to state and national Scope of Practice documents and requirements.
7. To ensure the safety of the student at all times.
8. To ensure that the policies and procedures in the MATrg Student Handbook are followed.
9. To follow criteria set forth by the Affiliated Site Agreement and Clinical Education Site.
10. To follow the Standards set forth by the CAATE:
 - a. Supervise students during clinical education;
 - b. Provide instruction and assessment of the current knowledge, skills, and clinical abilities designated by the Commission;
 - c. Provide instruction and opportunities for the student to develop clinical integration proficiencies, communication skills and clinical decision making during actual patient/client care;
 - d. Provide assessment of athletic training students' clinical integration proficiencies, communication skills and clinical decision-making during actual patient/client care;
 - e. Facilitate the clinical integration of skills, knowledge, and evidence regarding the practice of athletic training.
 - f. Preceptor Responsibilities: A preceptor must demonstrate understanding of and compliance with the program's policies and procedures.
 - g. Preceptor Qualification: A preceptor must be credentialed by the state in a health care profession (see glossary).
 - h. Preceptor Qualification: A preceptor must not be currently enrolled in the professional athletic training program at the institution;
 - i. Preceptor Qualification: A preceptor must receive planned and ongoing education from the program designed to promote a constructive learning environment.

If the student's behavior is inappropriate or unsatisfactory, the Coordinator of Clinical Education and/or Program Director will be contacted immediately.

Clinical Integration Proficiencies

For each clinical experience course (HNES 794 practicums), the student will be evaluated by a preceptor on a number of Clinical Integration Proficiencies (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. Proficiencies are expected to be evaluated at a proficient level. All students are expected to demonstrate a high level of competency of skills learned throughout the entire length of the educational program.

Part IV: Clinical Experiences Policy and Procedures

Clinical Education and Experience Hours

Requirements

All students in the MATrg are required to accumulate minimum of 1075 hours (a minimum of 250 and maximum of 650 each semester) by the end of his/her clinical education experiences. These hours must be correctly documented through E-Value. Each student will be assigned to a variety of on and off campus affiliated sites to meet the accreditation requirements of populations that include clients/patient:

- throughout the lifespan (for example, pediatric, adult, elderly);
- of different sexes;

- with different socioeconomic statuses;
- of varying levels of activity/athletics (for example, competitive and recreational, individual and team activities, high and low intensity activities); and
- with non-sport client/patient populations (for example, participants in military, industrial, occupational, leisure activities).

Additionally, students will be required to complete a minimum of 10 clinical hours over the course of the program with the following:

- Physical Therapy Clinic
- Non-Orthopedic Experience
- Orthopedic Clinic Experience
- Pediatric Experience

Clinical Experience Hours

Students will be required each semester to accumulate a minimum of 250/maximum 650 hours. Practicum hours for fall camp (immersive experience) 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) and it is expected that students embrace those learning opportunities. It is 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 (i.e., team travel or days off) the Coordinator of Clinical Education should be notified and alternative arrangements may be made for additional clinical education opportunities.

MATrg First Year Student:

Summer Session (associated with HNES 780)

Students will be assigned to a preceptor and will work with the assigned preceptor to determine his/her schedule (including one day off per seven-day period). Refer to corresponding syllabi.

Fall Semester (associated with HNES 794 Clinical Education I)

Students will be assigned to a preceptor and will work with the assigned preceptor to determine his/her schedule (including one day off per seven-day period). Refer to corresponding syllabi.

Spring Semester (associated with HNES 794 Clinical Education II)

Students will be assigned to a preceptor and will work with the assigned preceptor to determine his/her schedule (including one day off per seven-day period). 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 Clinical Education III)

This clinical assignment will serve as an immersive experience. Students will be assigned to a preceptor for NDSU Fall Camp (FB, VB, or SOC). Students will work with the assigned preceptor to determine his/her schedule (including one day off per seven-day period). Refer to corresponding syllabi.

Fall Semester (associated with HNES 794 Clinical Education IV)

Students will be assigned to a preceptor and will work with the assigned preceptor to determine his/her schedule (including one day off per seven-day period). Hours may extend beyond the academic year depending on site/team assignment. Refer to corresponding syllabi.

Spring Semester (associated with HNES 794 Clinical Education V)

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 seven-day period). Hours may extend beyond the academic year depending on site/team assignment. Refer to corresponding syllabi.

Documentations:

Clinical hours:

- All hours will be documented on E*Value (www.evalue.net).
- Hours should be logged weekly.

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 the end of each clinical experience.

Student evaluation forms:*

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

Clinical education site evaluation forms*:

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

*It is required that all evaluations be reviewed and discussed between the student and preceptor(s).

Clinical Education and Experience Schedules:

The Coordinator of Clinical Education (CCE) 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 CCE 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 Blackboard site.

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 CCE. The student can notify the CCE by NDSU e-mail, text, or in writing. The CCE 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 CCE.

Day off Policy

All athletic training students will have a minimum of one day off in a seven-day period. Students will work with preceptor(s) and CCE 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 CCE 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/visors may be worn outside only. They must appropriate color/design. (no outlandish color/designs/logos)
3. Outside practices – a winter jacket/hat/mittens etc. as needed. Nametag will be worn so it is visible.
4. The Hygiene Policy will be enforced.

Practice Dress Code

1. T-shirts, sweatshirts, polos with AT or NDSU logo.
2. T-Shirts must be tucked in the front and back at all times
3. Khaki pants or shorts (mid-thigh or longer) 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.
4. Running/tennis shoes only.

Game Day Dress Code

Basketball, Volleyball and Wrestling or other indoor event

1. Student should communicate with preceptor regarding professional attire. See Sanford Dress Code Policy**

All other events

1. Game shirt polo
2. Shirts must be tucked in the front and back at all times
3. Dress Khaki pants or shorts ONLY
5. Running/tennis or 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.”

Emergency Action Plans (EAP)

Emergency Action Plans (EAPs) are set for any possible injuries during an event. Each affiliated clinical education site has specific EAP. It is the student’s responsibility to review, understand and have immediate access to the EAPs for all appropriate venues associated with the clinical education assignment. EAPs are available at each clinical site, Blackboard, E-value and binder located in the AT classroom. Students are responsible for discussing EAPs and location of emergency equipment (AED, oxygen, splints, etc.) with preceptor(s) at the start of each clinical assignment.

HIPAA/Medical Confidentiality/FERPA

Health Information Portability and Accountability Act (HIPAA)

The US Department of Health and Human Services describes HIPAA as, “federal protections for individually identifiable health information held by covered entities and their business associates and gives patients an array of rights with respect to that information. At the same time, the Privacy Rule is balanced so that it permits the disclosure of health information needed for patient care and other important purposes.”

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 appropriate medical staff. Medical staff does not include parents, roommates, professors, the press, and others in the community. Medical information can only be released by authorized personnel with the athlete’s consent. Athletic training students must always be aware of their surroundings and other persons present before discussing any confidential information.

As an athletic training student, there is an obligation to withhold any information that is acquired professionally or socially and considered confidential. Information should only be shared with relevant personnel in the appropriate setting. Examples of confidential information include a diagnosis of a student-athlete, the treatment and rehabilitation of any medical condition, participation status and any additional information acquired during academic and/or clinical duties. A breach of this information is subject to penalty under federal law and may jeopardize a student’s status in the MATrg at North Dakota State University. Furthermore, as an athletic training student, it is expected that the Code of Ethics and Student Code of Conduct as outlined by the National Athletic Trainers’ Association and the MATrg program will be upheld.

NDSU does not have formal training for HIPAA or FERPA. Students will be provided information regarding HIPAA/Medical Confidentiality in HNES 780 and prior to clinical experiences at Sanford Health Clinical sites. Attendance and compliance for this training is mandatory for all students. Students will sign a HIPAA/ Medical Confidentiality Acknowledgment form.

FERPA

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

There is the potential at certain clinical sites for students to have access to or be privileged to a student’s education records. MATrg students will be held to the same expectations and responsibilities as NDSU faculty/staff members regarding FERPA (Buckley Amendment)

<https://www.ndsu.edu/fileadmin/registrar/facstaff/ferpa.pdf>

Information regarding FERPA will be reviewed in HNES 780. Attendance and compliance for this training is mandatory for all students. All students will sign a FERPA Compliance form stating they understand and will comply with FERPA regulations.

Therapeutic Equipment Safety Policy

Clinical Education sites (including NDSU Athletics) have multiple therapeutic modalities intended for the use and treatment of patients 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. ***Students are responsible for their own transportation to all clinical sites.*** If transportation to the site is an issue, this must be brought to the attention of the CCE.

Travel Policy

Students may have the opportunity to travel with various athletic teams as part of clinical education experiences. Students are encouraged to take advantage of these opportunities. Student should discuss travel options with appropriate Preceptor and CCE. Limited funding is available through the MATrg program to cover travel expenses (lodging and meals). All students must complete a Student Field Trip Informed Consent form prior to each travel event. (Form available on Blackboard). In addition, an Emergency Contact Information form must be completed and provided to the preceptor and CCE supervising the travel event. (See Emergency Contact Information in *Forms* section of Handbook).

Part V: Clinical Education Affiliated Sites

On Campus Affiliated Sites

All on campus sites house NCAA Division I athletic teams.

Bentson-Bunker Fieldhouse Athletic Training Room (BBFH 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.

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.

Sanford Health Athletic Complex (SHAC)

The SHAC 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 physician offices used primarily by the team physicians. It also contains taping, treatment, rehabilitation, and classroom areas. It is located in the south of the FargoDome. The athletic teams housed in the SHAC ATR include soccer, cross-country, track and field, wrestling (practice), and men's and women's basketball.

Off Campus Affiliated Sites

The MATrg has various affiliated sites in the Fargo-Moorhead area consisting of high schools, colleges/universities, clinics, hospitals, and hockey and gymnastics organizations. 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.

Apex Physical Therapy

Apex provides exposure to rehabilitation in a clinic setting with a Physical Therapist.

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 Force (Scheels Arena):

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

Fargo Davies High School

Fargo Davies 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 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, baseball, softball, basketball, cross-country, football, golf, hockey, soccer, softball, swimming and diving, tennis, track and field, volleyball, and wrestling.

Sheyenne High School

Sheyenne 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.

RedHawks Baseball

Redhawks Baseball provides exposure to independent minor league professional baseball.

Rehab Authority

Rehab Authority provides exposure to rehabilitation in a clinic setting with a Physical Therapist.

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.

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.