



UNIVERSITY OF MARY

**MASTER OF SCIENCE IN
ATHLETIC TRAINING**

**Student Handbook
2024 - 2025**

St. Gianna School of Health Sciences

**University of Mary
Bismarck, ND**

WELCOME

Congratulations on your acceptance into the Master of Science in Athletic Training at the University of Mary! This master's program will evaluate your learning, knowledge, and skills to new heights and prepare you to become a competent and compassionate healthcare professional who is a leader in the profession. We are excited to offer you this experience and opportunity!

Successful progression within this graduate program will require considerable effort. Administration, faculty, and staff at the University of Mary hope these academic challenges will be stimulating, gratifying, and fulfilling. Please dedicate yourself to putting forth the necessary effort to accomplish your goal of becoming a master's prepared athletic training professional.

This handbook is a guide to assist you along the way and to communicate expectations required by the program. It is understood that no document will have all the answers and that each individual may have specific questions and needs. Please know that each student will also be assigned an advisor who will be reasonably available to respond to student concerns.

You will sign different signature pages at the end of the document. This is to ensure you have read, understand, and will uphold the requirements as described in this handbook.

WELCOME and best wishes as you begin this most important journey!

Program of Study

The Athletic Training program is designed to educate the student to become an entry-level athletic training professional. Athletic Training encompasses the areas of preventative services, emergency care, clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions.

The courses are delivered in a seated format during the fall and spring. Other courses during the summer are online. The clinical experiences in Fall year 1 and 2, spring 1, and summer are all immersive experiences. This experience will be completed with a physician or an athletic trainer (AT). The schedule will be determined by the physician or AT you are with for the clinical experience. The last semester, spring year 2, you will be on campus for the entire semester and the clinical experiences will be intertwined with your coursework.

Accreditation:

The University of Mary is accredited by the Higher Learning Commission, a Commission of the North Central Association of Colleges and Schools. The Athletic Training Program is accredited by the Commission on Accreditation for Athletic Training Education (CAATE).

Vision

Preparing athletic trainers for today, tomorrow, and beyond through innovation, Christian beliefs, and sustainable leadership.

Mission

To provide students with the essential tools to develop into passionate and empathetic healthcare professionals who serve the needs of their patients, employers, and profession.

Program Goals

1. Students will use knowledge from evidence-based research and science methodology to interpret research related to athletic training to answer clinical questions and to guide clinical practice.
2. Students will develop their critical thinking, reflection, analysis, and communication skills.
3. Students will become effective and ethical healthcare professionals.
4. Students will demonstrate servant leadership based on the Benedictine Values to serve those around them.
5. Complete a comprehensive assessment plan that evaluates all aspect of the clinical education program.
6. Students will be prepared for post-graduate clinical practice.

Graduate Outcome Goals

Communication

Graduates demonstrate excellence in communication.

Students are engaging and effective communicators demonstrated by employing collaborative dialogue and adapting language to resonate with multiple audiences and/or cultures. Their communication reflects a strong command of their field(s) due to the accurate application of disciplinary standards and infusion of disciplinary frameworks and evidence into oral and written works.

Moral Courage

Graduates clarify, support, or defend what is right and true, whether reached by faith or reason, when confronted by opposing actions or viewpoints in order to serve an understanding of the truth and to promote a culture of human dignity, justice, and virtue.

Students, motivated by serving truth, *evaluate* and *respond to* actions or viewpoints opposed to what is right or true. Based on faith or reason, they clarify, support, or defend truth and a culture of human dignity, justice, and virtue.

Professional Distinction

Graduates are servant leaders committed to excellence in their professions and communities.

Students integrate knowledge and skills in the applicable discipline for professional service and/or contributions to society. They integrate applicable ethical principles and synthesize supporting reasons/evidence for decision-making. Students pursue the common good by prioritizing the needs of, and cultivating the growth of, others above their own circumstances and aspirations.

Scholarship

Graduates conduct research or evidence-based practice to develop degree-appropriate knowledge of scholarship.

Students display the skills and dispositions essential to effectively conduct evidence-based practice or research and produce scholarship. They develop a professional philosophy grounded in scholarship.

Directory and University Contact Information

Quick Reference

University Contact Information

University of Mary
7500 University Drive
Bismarck, ND 58504
Main Switchboard 701-355-8030
Toll Free 800-408-6279
Fax 701-355-8313
www.umary.edu

Diane Fladeland, RN, PhD

Vice President for Academic Affairs

Office: Benedictine Center, Room 1206, Office 1207.....701-355-8020

dflade@umary.edu

Mary Dockter, PT, PhD

Dean St. Gianna School of Health Sciences

Office: Casey Building, Room 106.....701-355-8045

rollerj@umary.edu

Rachel Johnson Krug, EdD, LAT, ATC

Associate Professor

Department Chair – Athletic Training & Kinesiology

Athletic Training Program Director

Office: Lower Level Lumen Vitae University Center 159701-355-8206

rakrug@umary.edu

Paul LaDuke, DAT, LAT, ATC, USAW national coach

Assistant Professor, Coordinator of Clinical Education

Office: Lower Level Lumen Vitae University Center 162.....701-355-8701

paladuke@umary.edu

William Littlefield, EdD, LAT, ATC
Assistant Professor

Office: Hamm Office Suite 111701-355-3748

wglittlefield@umary.edu

Alicia Wells, LAT, ATC, CSCS
Instructor

Fieldwork Coordinator and Strength & Conditioning Program Coordinator

Office: Lower Level Lumen Vitae..... 701-355-5197

amwells@umary.edu

Christine Miller
Administrative Assistant

Desk: Lower Level Lumen Vitae University Center Open Area.....701-355-8053

camiller@umary.edu

Melissa Hoffman
Administrative Assistant

Desk: Lower Level Hamm.....701-355-

Adjunct Faculty

Contact information for adjunct faculty will be provided on the specific course syllabus. Adjunct faculty may include but are not limited to, professionals from the disciplines of exercise physiology, athletic training, physical therapy, occupational therapy, nursing, dietetics, athletic administration, education, and family and orthopedic medicine.

Important Phone Numbers

Campus Security 701-355-8000

OIT Help Desk.....701-355-3711

Canvas Support.....701-355-8196

Direct Dial to your office from off-campus 701-355-XXXX

General University Number (From Off-Campus)701-355-8030 + 4-digit extension number

Office to office on campus..... XXXX (4-digit suffix)

Student Health Clinic701-355-3770

Located in the lower level of the Lumen Vitae University Center

Mon-Thurs 9 AM - 4 PM

Fri 8:30 AM - 12 PM.....

Kyle Darras, RN, MSN, FNP-COffice: 701-355-8061

Switchboard Operator701-355-8030

See the University of Mary's website for a more extensive list of phone numbers.



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Admissions, Retention Criteria, & General Policies

Admission requirements for the Master of Science degree program in Athletic Training:
Bachelor of Science degree in Exercise Science, Athletic Training, Physical Education program or
Bachelor of Science degree in a related field and completion of the following undergraduate courses:

- General Biology
- Anatomy and Physiology I and II (two semesters)
- Chemistry (one semester)
- Physics (one semester)
- 2 psychology courses
- Statistics
- Biomechanics and Kinesiology
- Exercise Physiology
- Medical Terminology

Other Requirements:

- Undergraduate GPA 2.75 minimum
- Completion of University of Mary Graduate School Application or completion of ATCAS
- Meet technical standards
- C- or higher in all pre-rec classes
- TOEFL

The following will be collected after admittance into the program:

- Background check
- Immunizations
- Health insurance
- Physical
- Annual Flu shot
- Liability insurance-HPSO
- Current first aid certification
- Current CPR certification
- Official transcripts

- 20 hours of observations with an athletic trainer, must be completed within 2 calendar years of starting the program

International Students

Applicants from countries in which English is not the native language are required to prove a minimum level of English proficiency. The University of Mary will accept scores from the Test of English as a Foreign Language (TOEFL).

Test Score Requirements

- Applicants who are applying to the Masters of Athletic Training program are required to achieve a minimum TOEFL score of **89 or 90** on the Internet-based test (iBT). The Master in Athletic Training program also requires a minimum TOEFL iBT Speaking subscale score of a 26, TOEFL iBT Writing subscale score of 24, TOEFL iBT Reading subscale score of 21, and an iBT Listening subscale score of 18. All exams are valid for two years.

Foreign Transcripts

- If your education was completed outside the US educational system, the University of Mary will require a course-by-course evaluation be completed by either the International Education Services department of the American Associations of Collegiate Registrars and Admissions Officers ([AACRAO](#)) or World Evaluation Services ([WES](#)).

Admission acceptance/denial

The admissions team collects and reviews the application materials. Criteria evaluated include undergraduate GPA, completion of pre-requisites, completion of application materials, quality of recommendations, and writing skills. Exceptions to the requirements can be made on recommendations of the application committee. Students will be notified by letter of their acceptance into the program within 60 days of receipt of complete application. Athletic Training is limited to acceptance of fifteen students.

Retention for students in the Athletic Training Program

- Maintain an overall GPA of a 3.0 on a 4.0 scale.
- Meet technical standards each semester.
- Follow the guidelines set forth in the Athletic Training Student Handbook and the University of Mary Student Handbook.
- Display appropriate Benedictine and servant leader values.
- Technical Standards Signature updated and signed yearly

Grade appeals:

Students who have complaints or concerns about a grade that they received will need to take the complaint to instructor first, if not resolved then see the Program Director and follow the process listed on the syllabus. Refer to the University of Mary student catalog online to follow the process for such appeals.

Institutional policies, appeals/grievances:

Refer to the University of Mary student catalog online for policies and to follow the process for appeals/grievances.



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General Information

The Master of Science in Athletic Training (MSAT) is offered in Bismarck, ND. The students will take courses on campus and have the opportunity for immersive clinical experiences in the first four semesters. There is an international experience to Peru in the spring year 2 or a service trip elsewhere. Immersive clinical experiences can occur anywhere the University has an affiliation agreement and necessary Athletic Training documents completed.

Selection Process for Entrance in the MSAT

The selection for the St. Gianna School of Health Sciences MSAT is as follows.

Early Assurance: high school students who have an ACT of 24 or a GPA of 3.5 may be granted early admission to the program. The student completes the necessary paperwork on the University of Mary Early Assurance web page. This page is accessible after the application to the University has been finished and the application fee has been paid. The student will then complete an interview with a faculty member. Once the student has received and signed the early assurance contract, they will have to maintain a minimum GPA as described in the contract they sign in their undergraduate program in order to keep their spot in the graduate program.

Priority admissions: This is for college students who did not know about the Early Assurance program. The student will need to complete the application for the MSAT on the University of Mary page as well as pay the fee. An interview will be completed by a faculty member as well as a review of the student's pre-requisite requirements, which need to be at or above a 3, the student has the ability to obtain an early decision spot in the athletic training program.

Regular admissions into the MSAT: The prospective students are to complete the application information through the University of Mary or ATCAS.

Application materials are available through ATCAS: <https://atcas.liaisoncas.com/applicant-ux/#/login>. There is rolling enrollment. The following must be completed to skills for acceptance to the program:

1. Overall GPA of 2.75 at the time of application (3.0 GPA or higher maintained to start of the program).

2. The following courses must be completed with a letter grade of “C-” or better earned and documented on official transcript prior to the start of the program: Chemistry & Lab, Statistics, Exercise Physiology, Physics & Lab, Biomechanics and Kinesiology, Medical Terminology, Nutrition, Human Anatomy & Lab, Human Physiology & Lab, and two Psychology courses.
3. Documentation of a minimum of 20 hours of observation completed under the direct supervision of a BOC ATC in an athletic training room setting. 20 hours must be completed within two calendar years of application.

Documents that are needed at or before orientation.

1. Documentation of current First Aid Certification. Documentation of CPR Training in one of the following:
 - American Heart Association: BLS Healthcare Provider/BLS Provider
 - American Red Cross: Basic Life Support of Healthcare Providers
 - American Red Cross: CPR/AED for the Professional Rescuer
2. Documentation of immunization records, which must include HBV series, Hepatitis B vaccination series, and MMR vaccination series.
3. Documentation of health insurance.
4. Documentation of a physical exam within the last 6 months.
5. Annual flu shot required, TB test may also be required annually.

If you meet all the outlined criteria for admissions, an interview will be conducted for acceptance into the program. Once accepted into the program, you must complete a background check through EXXAT (instructions will be provided). The program consists of 5 semesters.

Notification

- Once the student has been deemed a quality candidate for the MSAT at the University of Mary they will be notified in writing by email.
- Once accepted into MSAT, the student must continue to maintain his/her successful completion of (a) academic course work, (b) clinical experience, and (c) maintain current First Aid and Emergency Cardiac Care Certification.

Equipment/Supplies

Once accepted into the MSAT at the University of Mary, it will be the responsibility of each student to purchase the following equipment/supplies to allow them to properly perform their duties (approximate cost is \$500):

- University of Mary Athletic Training Program Clothing
- Classroom supplies
- Clinical experience supplies

TRAVEL FOR CLINICAL EXPERIENCES IS NOT INCLUDED.

Degree Plan

A degree plan is an agreement between the student and the university regarding coursework required and timing of coursework for completion of a selected program of study. Specific programs of study will be determined by the student’s choice for the capstone work.

Curriculum Plan

Course Number	Course Name	Hours
Fall I – classes 10 weeks		
ATH 505	Foundational Anatomy I	2
ATH 510	Orthopedic Assessment and Diagnosis I	4
ATH 515	Therapeutic Interventions I	4
ATH 520	Emergency Management	2
ATH 530	Clinical Experience I-5 weeks	1
	Total	13
Spring I – classes 10 weeks		
ATH 535	Foundational Anatomy II	2
ATH 540	Orthopedic Assessment and Diagnosis II	4
ATH 545	Therapeutic Interventions II	4
ATH 590	Research Methods	2
ATH 550	Clinical Experience II-5 weeks	1
	Total	13
Summer – classes 8 weeks		
KIN 675	KIN675 Applied Research	2
ATH 620	Healthcare Administration	3
ATH 630	Clinical Experience III-4 weeks	1
ATH 670	Public Health and Informatics	2
ATH 640	Medical Interventions-in person in May only	3
	Fall II – mandatory online meetings	
ATH 665	Research and Statistics	3
IPE 501	IPE501 Interprofessionalism in Healthcare OR IPE 550 Telemedicine	1
ATH 730	Clinical Experience IV: 10-12 weeks	3
ATH 770	Leadership and emerging trends	2
ATH 560	Cultural Care in Athletic Training	2
	Spring II – 15 weeks	
ATH 790	Capstone	3
ATH 680	Wellness and performance	3
ATH 750	Clinical V	1
ATH 605	Pathophysiology and Epidemiology	3
ATH 645	Problem Based Learning	1
	Total	60

Healthcare Certificate/Concentration: BUS 505, NUR 648, and BUS 653.

Advisor Assignment

All students accepted into graduate studies at the University of Mary will be assigned an academic advisor who is faculty within the Master of Science in Athletic Training. The graduate student should initiate regular communication with his or her advisor for any questions related to the academic processes or policies.

Students are required to meet with their advisor once every semester. This meeting may occur via scheduled telephone, audio-video technology (i.e. Skype), or in person. Students may also utilize the career center, counseling services, or the advising center for additional support.

Attendance

Graduate study requires individual study but also centers on discussion and exchange of ideas between and among faculty, students, and non-faculty professionals. Therefore it is expected that all graduate students regularly attend scheduled lectures, discussion boards, seminars, conferences, clinical/practical experiences, presentations, and other required educational offerings. Students should refer to their course faculty, syllabus, and topic outlines for course expectations. A student's grade may be penalized for unexcused absences, as determined by course faculty.

The Master of Science in Athletic Training requires you to regularly attend a class for the successful completion of courses and the program. You are required to attend all class sessions, and be prepared appropriately for full and active participation. It is your responsibility to notify the instructor in writing prior to the class of any absence or tardiness. It is your responsibility to communicate with your instructor regarding all missed content and assignments within 24 hours of your return.

The Masters of Science in Athletic Training Program follows the University guidelines and calendars. The calendar is published by the university in advance and can be found on the UMary website. See the calendar to ensure you know the dates of each semester.

An excused absence is defined as an absence resulting from participation in a University of Mary sponsored activity (with appropriate documentation), verifiable illness (with written documentation from a healthcare provider) and family hardship (death in the immediate family with a funeral program or written documentation from the funeral home director). Questions regarding a potential excused absence should be brought to the instructor in advance. Prior to your absence, you will communicate with your instructor to complete all missed content and assignments.

An unexcused absence is any absence that is not excused. An unexcused absence may result in forfeit of all points that are awarded in the missed class period. These situations may be handled in a case specific situation. You are expected to arrive at class on time. You must notify the instructor in writing prior to class if you will be tardy. Repetitive tardiness will count toward unexcused absences.

Scholarly Work

Students in the Master of Science in Athletic Training will be required to conduct capstone work consisting of a research project. Written communication skills are critical and faculty will be committed to helping students develop these skills. Students will be challenged to think critically, synthesize evidence from the research literature, demonstrate the use of proper grammar skills, and use formatting styles (i.e. APA or AMA) as determined by faculty. Accurate citation is important to academic honesty and will be graded in written assignments.

Capstone Work

All graduate students are required to complete a capstone experience. All research projects must be approved by the University of Mary Institutional Review Board. Students will also be required to complete the Protecting Human Subject Research course by the NIH, accessed at <http://phrp.nihtraining.com/users/login.php>.

If completion of capstone work is not met as outlined in the student's degree plan, the student will be required to register for a one-credit graduate project progress course each term until the project coursework is completed. Students are responsible for the cost of the one-credit course each term enrolled. This continuing enrollment course (ATH 899) involves the on-going research mentoring of students that have not met all thesis/research project requirements by the end of their last approved term in the MSAT. The student's research mentor will continue from the last research achievement made by the student and progress the student until completion of all research requirements. Students may need to re-register for the duration of more than one semester to complete all requirements.

Refer to the MSAT Research Handbook for more information.

Dissemination of Scholarly Work

All graduate students are required to disseminate their capstone work to the public. This may occur by publication, platform or poster presentation, or a combination of presentation and publication. Students should refer to the student catalog regarding the *Completion of the Graduate Program of Study* and consult with their research academic advisor and research advisor. The written consent of this dissemination is found in Appendix B.

Academic Honesty

Integrity in scholarship is an essential characteristic of academic life. A commitment to honesty is expected of graduate students in all academic endeavors. Academic integrity is continuously emphasized to adult learners, research assistants, associates, and colleagues by mentors and academic leaders. Breach of honesty violates the Benedictine values and may result in failure of the particular scholarly work or the entire course. Students are referred to the Academic Integrity Policy (including Artificial Intelligence) at the [University of Mary Catalog](#).

University of Mary Honor Code

Graduate students are held to the standards set forth in the University of Mary Honor Code at www.my.umary.edu Home Page, under General University Policies. All students are encouraged to familiarize themselves with this code.

Plagiarism

Faculty at the University of Mary may utilize the *Turn It In Program* to assess plagiarism for all substantial written assignments. This program is used to deter plagiarism, which violates

academic honesty and is a practice not tolerated. The following descriptors outline general categories of plagiarism and provide suggestions for actions to be taken if identified.

Minimal Plagiarism

Doing any of the following without attribution:

- Inserting verbatim phrases of 2-3 distinctive words
- Substituting synonyms into the original sentence rather than rewriting the complete sentence
- Reordering the clauses of a sentence
- Imitating the sentence, paragraph, or organizational structure, or writing style of a source
- Using a source's line of logic, thesis, or ideas

Consequence and Process:

- Use the situation as an educational opportunity to discuss with the student the nature of plagiarism and the values of a scholarly, Christian community.
- At the professor's discretion, assignments may be rewritten and resubmitted, with or without a grade penalty.
- A repeated instance of minimal plagiarism may, at the professor's discretion, be treated as substantial plagiarism. If the professor plans to exercise discretion in cases of minimal plagiarism, procedures and consequences should be clearly described in the course syllabus.

Faculty are encouraged to keep records of all instances (e.g., in the form of a report to the Dean). If a student chooses to appeal the decision, he or she may follow the academic appeals procedure found in the University catalog.

Substantial Plagiarism

Doing any of the following without attribution:

- Inserting verbatim sentences or longer passages from a source
- Combining paraphrasing with verbatim sentences to create a paragraph or more of text
- Repeatedly and pervasively engaging in minimal plagiarism

Consequence and Process:

- First Offense – The student receives a failing grade on the assignment that has been plagiarized and a Faculty Report of Student Plagiarism is submitted to the Dean of School of Health Sciences. A copy of the report is provided to the Assistant Vice President of Academic Affairs (AVP AA).
- Second Offense – The student receives a failing grade in the course and a Faculty Report of Student Plagiarism is submitted to the Dean of School of Health Sciences. A copy of the report is provided to the AVP AA.
- Third Offense – The student is recommended for expulsion from the University of Mary. Action is taken at the discretion of the Dean of School of Health Sciences. A copy of the report is provided to the AVP AA.

Faculty are encouraged to keep records of all instances (e.g., in the form of a report to the Dean). If a student chooses to appeal the decision, he or she may follow the academic appeals procedure found in the University catalog.

Complete Plagiarism

Doing any of the following without attribution:

- Submitting or presenting someone's complete published or unpublished work (paper, article, chapter, etc.).
- Submitting another student's work for an assignment, with or without that student's knowledge or consent.
- Using information from a campus file or old assignments.
- Downloading a term paper from a web site.
- Buying a term paper from a mail-order company or web site.
- Reusing or modifying one's own previously submitted paper (e.g., from another course) for a present assignment without obtaining prior approval from the instructor(s) involved.

Consequence and Process:

- First Offense – The student receives a failing grade in the course and a report is submitted to the Dean of School of Health Science within 10 school days. A copy of the report is provided to the AVP AA.
- Second Offense – The student is expelled from the University of Mary. Action is taken at the discretion of the Dean of School of Health Science. A copy of the report is provided to the AVP AA.

Faculty are encouraged to keep records of all instances (e.g., in the form of a report to the Dean). If a student chooses to appeal the decision, he or she may follow the academic appeals procedure found in the University catalog.

Source: Westmont College: Accessed on 08/15/13

<http://www.westmont.edu/academics/pages/provost/curriculum/plagiarism/facinfo.html>.

Student Authorization for Use of Scholarly Work

The Department of Athletic Training and Kinesiology may wish to use examples of student work as a demonstration for current students or for accreditation bodies. In order to use a student's work as an example, the student's permission must be obtained. It is requested that students complete the Authorization to Use Scholarly Work Form found in Appendix A. The research advisor retains the right to continue with the scholarly work that was performed in collaboration with the student. This may include publications, presentations, and continuing the scholarly work by the research advisor.

Purpose

To delineate the qualifications and sequence of authors for a body of work that is created within the St. Gianna School of Health Sciences (OR DEPARTMENT) when that body of work has more than one contributor. This policy applies to faculty/student, faculty/faculty, or student/student scholarship.

Qualifications for Authorship

According to the International Committee of Medical Journal Editors (ICMJE, 2017) Recommendations for Determining Authorship, authorship is granted if an individual meets all 4 of the following criteria:

- 1) Substantial contributions to the conception or design of the work; or the acquisition, analysis, or interpretation of data for the work; AND
- 2) Drafting the work or revising it critically for important intellectual content; AND
- 3) Final approval of the version to be published; AND
- 4) Agreement to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved.

Order of Authorship

- The author who has made the most substantial contribution to the work is the Lead (or First) Author and will be the first listed in the reference. The Lead Author shall also be responsible for collaborating with the other authors to determine the order of listing based on their contributions in each of the four areas of the ICMJE criteria.
- Typically Lead Authors organize the original manuscript submission, handle revisions and responses to editor's queries and communicate directly with the editor throughout the publication process.
- If all other authors, except for the lead author, have equal contributions to the work, an order, such as alphabetical, can be decided upon.
- Whenever possible, the order of authorship should be decided early in the work with the possibility that order may need to be changed based on changing circumstances.
- A Memorandum of Understanding should be signed at the beginning of collaborative work and it is found in Appendix C.

Intellectual Property Policy

1. Purposes. This Policy establishes guidelines to support faculty, staff, and students in identifying, protecting, and administering intellectual property ("IP"), and defines the rights and responsibilities of all involved. It is intended to encourage creative output and facilitate the creation, development, management, protection, and dissemination of discoveries and intellectual property at the University of Mary. Nothing in this Policy may be construed to jeopardize the University's tax-exempt status or to require the University to take any action that may do so.

2. Definitions.

a. "Creator": A person who contributes in a significant manner to the development of Intellectual Property.

b. "Intellectual Property" or "IP": Collectively, any form of property created by the mind including, but not limited to, inventions, trade secrets, copyrights, trademarks, mask works, and any other tangible research result such as biological materials, engineering drawings, integrated circuit chips, computer databases, prototype devices, circuit diagrams, and equipment.

c. "Invention": A process, method, discovery, device, plant, composition of matter, know-how, or other discovery that reasonably appears to qualify for protection under United States patent law, whether or not actually patentable (including, but not limited to, utility patents, plant patents, design patents, certificates of Plant Variety Protection). This includes patent-eligible software that may also be copyrightable.

d. "Net Royalties": Gross revenues, including all royalties, licensing, and other fees generated as a direct result of IP, less the actual, out-of-pocket expenses incurred in procuring and maintaining protection, marketing, licensing, and enforcing rights in such IP.

e. "Significant Use of Resources": A Creator's use of University facilities, equipment, or employees' time that appreciably increases the costs of the University beyond those normally incurred. Significant use does not include the Creator's own time (including developmental leave) or the normal use of facilities or equipment commonly available to faculty, staff, or the public, such as libraries, Internet access, office space, office equipment, computers, or office supplies.

2. General IP and Patent Policy.

a. Except as otherwise provided in this Policy and subject to restrictions arising from overriding obligations, the University shall have and hold title to all IP that is the result of any work, research, or investigation conducted by University.

Approved by President's Council 11/13/2019

employees in the course and scope of their employment. Upon employment and as otherwise necessary, all employees shall be required to execute an appropriate written assignment of IP to the University.

b. A Creator who is a University employee shall make timely, written disclosure of IP that results from work, research, or investigation conducted in the course and scope of employment, which is supported or facilitated by significant use of University resources, including copyrightable works that are also patent-eligible Inventions, such as software. Absent an agreement or University or department policy or procedure establishing a different process, a Creator shall make such disclosure to the Executive Vice President. The executive vice president shall establish a process for review of the technical or commercial viability and, if applicable, patentability of such IP within a reasonable time.

c. If at any time the University decides not to pursue, or otherwise discontinue its protection and commercialization of any IP, the University shall notify the Creator(s). In the absence of overriding obligations, the University shall upon request of at least one Creator release its rights in such IP to the original assignor(s), subject to an obligation to reimburse the University for its actual out of pocket costs in the event of a commercial windfall. However, under no circumstance may the Creator(s) to whom rights are released use the name of the University in connection with subsequent development, use, or marketing of the IP. Creators may request that IP rights be released, even in the absence of a prior decision by the University to discontinue protection. The University shall have the discretion to grant such a request, provided that the University may require, as a condition of the release of IP rights, that the Creator(s) reimburse the University for its actual, out-of-pocket costs incurred in pursuing formal protection of the IP.

d. Subject to terms in an employment contract or other agreement or overriding obligations, Creators, or the Creators' heirs, successors, or assigns, shall be entitled to forty percent of the Net Royalties received by the University in connection with the Creators' IP. The University shall establish procedures to allocate remaining Net Royalties.

e. When there are two or more Creators, each Creator shall share equally in the Creator's share of Net Royalties unless all have agreed in writing to a different distribution of such share. The University will honor any agreement purporting to share rights and/or royalties between participating parties to the fullest extent permitted under applicable law.

3. Copyright Policy.

- a. An employee shall make timely, written disclosure of all original works of authorship which are supported or facilitated by significant use of University resources. Absent an agreement or University or department policy or procedure establishing a different process, a Creator shall make such disclosure to the Executive Vice President.
- b. The University shall own copyright in works prepared by its employees within the scope of employment and at the specific direction of or pursuant to an agreement with the University, or a “work for hire” as defined by Section 101 of the Copyright Act (Title 17 of the U.S. Code).
- c. Subject to terms in an employment contract or other agreement or overriding obligations, the University is entitled to all Net Royalties resulting from the University’s copyright ownership.
- d. University employees shall be entitled to own copyright in works that are created through individual initiative and not as a “work for hire” or at the specific direction of the University, that are not created in the course of or pursuant to sponsored research or other agreement, and that do not involve Significant Use of University facilities or resources.
- e. The University shall relinquish copyright ownership in any work that arises by operation of law and, if necessary, shall execute assignments conveying such copyright ownership to employees. However, as a condition of employment, each employee agrees that the University is entitled to a perpetual, nonexclusive, worldwide and royalty-free license to use the work for teaching, educational, archival and research purposes, if a work is created within the scope of employment.
- f. As a condition of relinquishment or assignment conveying copyright ownership of such works to employees, the University shall retain a perpetual, nonexclusive, worldwide and royalty-free license to use the work for teaching, educational, archival, and research purposes.
- g. In the event an employee is entitled as a Creator to copyright ownership of a work or the University relinquishes copyright ownership in a work to an employee, and the employee has made a Significant Use of Resources in the creation of the work, the University may require the employee to reimburse the University for the value of such use.

4. Trademarks.

The University shall provide for the identification and protection of the trademarks and service marks of the University, provided that commercialization and licensing activities may be delegated by contract to one or more third parties.

Approved by President’s Council 11/13/2019

5. Student IP.

- a. The University or University employee may not require an assignment of IP rights from a student unless at least one of the following applies: (1) the student received financial support from the University, in the form of wages, salary, stipend, or grant funds, for the research or other activities that resulted in the development of the IP; (2) the University is contractually obligated to require such assignment; (3) the IP was developed with the Significant Use of Resources and the retention of such rights by the student would substantially impair a mission of the University; (4) the IP was a companion work that enabled, or was incidental to or necessary for the practice of an invention owned by the University; (5) the student expressly agrees to make such assignment; or (6) the IP comprises marks or logos used or intended to be used solely or primarily by the University in conjunction with the University’s offering of goods or services, including but not limited to University athletics.

- b. The University may not require a license in IP from a student unless at least one of the following applies: (1) the IP comprises copyright in a thesis or dissertation; (2) the IP arose from a multi-semester classroom project administered by an University employee, such as a senior design project, and the license is necessary for the University to continue administering the project; (3) in the absence of such license, a mission of the University would be substantially impaired; or (4) the student has expressly agreed to grant such license.
- c. In the event an assignment required by this section is made, the student making such assignment shall be treated as a Creator and shall be entitled to all of the rights and benefits of Creators under this Policy.
- d. Licenses required by this section shall be non-exclusive, non-commercial, perpetual, and royalty-free, unless otherwise agreed to by the University.
- e. Nothing in this section shall be construed to prevent a student from voluntarily entering into a relationship concerning IP with the University.

Professional Behavior Standards

Faculty and program directors have expectations for students to develop as professional practitioners, clinicians, and administrators. A summary of professional behavior standards that should be followed as a Master of Science in Athletic Training student is provided:

- Timelines are aligned with the Benedictine value of respect and will be expected of each student. Be on time for all classes, assignments, postings, and appointments. If there is an unavoidable reason for being tardy, explain this to the professor.
Your colleagues, patients, and clientele deserve this respect. It is unprofessional to make people wait for you, as their time is valuable as well. Employers will not tolerate tardiness.
- You are accountable for submitting your work on time and must be attuned to the course schedule; professors are not required to provide assignment reminders.
As a professional, you will be adhering to meeting and appointment schedules.
- Be actively involved with your schoolwork on a daily basis. At times there will be several tests in one week, making it difficult to “cram” for all of them.
Time management is a critical skill for professional success.
- Be a positive person. Be aware that your attitude can have a profound effect on your classmates and people around you. If you are positive about your educational experience, it goes a long way in making the educational experience rewarding. Positive people are more enjoyable to be around.
Positive people are generally more successful in life. A positive attitude in the work environment fosters productivity and trusting relationships among colleagues, patients, and clientele.
- Seek knowledge independently. Try to get the answers to your questions through independent research. You will learn more and process the information at a deeper level that way.
Lifelong learners thrive in professional settings and contribute to their communities.
- If you have a disagreement about a test question, visit with the instructor of the class and present the source of information for discussion.

Professional differences occur; it is valuable to communicate your view intelligently and tactfully to arrive at a mutual understanding of the problem.

- If you are having problems in class, don't wait until you are in academic trouble. See your advisor and talk to the professor. It is the student's responsibility to initiate this action.

Professional persons need to take responsibility for their role. It is critical that professionals are able to recognize when they need assistance and to be resourceful.

- Use discretion with make-up, perfume, cologne, jewelry, hair, hygiene, and attire. Students will be expected to dress professionally for presentations.

Perceptions are a fact of life and can affect initial impressions. Some patients, colleagues, and clientele are allergic or have trouble breathing with perfumes or cologne.

See the [University of Mary Student Handbook](#) for the University of Mary Behavioral Concerns Policy.

Grading Scale

Success in graduate school requires a significant commitment and high-quality performance. The Master of Science in Athletic Training requires students to achieve and retain a cumulative GPA of 3.0 or greater.

- **Graduate students can lose financial aid if their semester GPA drops below 3.0.**

Students involved in internships, clinical or practical components must pass all clinical experiences, expectations, and required documentation for those courses.

The grading scale is as follows:

Letter Grade	Percentage
A	90-100
B	80-89.9
C	70-79.9
D	60-69.9
F	< 60

The earned grade will not be rounded based on the decimal. For example, an 89.9% = B

Academic Review, Academic Progression Committee, and Satisfactory Academic Progression

An academic review is completed at the conclusion of each course. The earned letter grade, cumulative GPA, and percentage of successfully completed courses are evaluated. This evaluation determines if the student has met the academic requirements prescribed by the University of Mary Master of Science in Athletic Training. In situations that a student's progression is in question, the Academic Progression Committee will be activated.

The Master of Science in Athletic Training **Academic Progression Committee** consists of the program director, the student's academic advisor, and one other faculty member as appointed by the program director. The Academic Progression Committee will be responsible for providing a recommended course of action. The final decision for the course of action will be the responsibility of the program director. Students may appeal the final decision via using the appeals process found in the student catalog.

Options available to the Academic Progression Committee in situations of questionable student performance include, but are not limited to, the following:

- Repetition of the course
- Development of an alternative schedule
- Implementation of a learning contract
- Dismissal from the program of study
- Other

Satisfactory academic progression requires:

- Maintenance of cumulative GPA ≥ 3.0 ; achieve a grade average of B or higher each semester of study.
- Completion of no less than 70% of attempted courses (attempted courses include those a student has earned a W, P, WP, WF, I, or a letter grade).
- Pass all clinical or practical educational experiences.
- Pass all course and program competency exams, practical and written.
- Students must complete coursework within the timeframe of their agreed program of study (determined with an academic advisor and approved by program director) and must complete capstone within 7 years.
- Students who are absent from the program for two consecutive years or more will be required to retake professional courses within their specified concentration.

Athletic Training Program's Remediation Policy:

Retake of Exams

Any assignment or exam with a grade lower than 80% will need to be re-taken or completed to achieve the required 80% or higher. However, faculty understand that at times a student may experience difficulties. If a student does not pass an examination and or major assignment, the course instructor will meet with the student and develop a plan for meeting course outcomes (see Appendix J). The grade will then be averaged between the first and second attempts. Students who do not complete re-take exams will receive a grade of incomplete (I) in the course.

Assignments and/or Projects

If a student does not achieve a 80% or higher on an assignment or project, the course instructor will notify the student. The student must redo the assignment/project within a time frame designated by the course instructor. Actions that occur following intervention will be at the discretion of the instructor and individualized to the needs of the student.

A *midterm and/or final grade* will not be submitted by the course instructor if a student does not follow through with the requirements of this policy. This will result in a grade of "incomplete" for the semester of record. Please note, that a grade of "incomplete" automatically becomes a grade of "F" during the initial month of the following semester.

For a practical exam, the retake policy stays in effect and the same guidelines are followed. However, after the second attempt if the student doesn't meet the 80%, the grade stands. The student will continue to retake the practical exam until an 80% or higher is achieved.

Progression in the AT Program

AT Students are expected to meet identified criteria for academic courses, clinical courses, and professional skills for satisfactory progression in the AT program.

Academic Progression

Expectations

To be allowed continuation in the graduate program, a student must:

- A. Maintain a minimum cumulative grade point average of 3.0 throughout the AT Program.
- B. Maintain a minimum grade point average of 3.0 in all core MSAT courses each semester and throughout the curriculum.
- C. Receive a grade of B or better in all AT academic and/or clinical graduate courses.
- D. Complete all coursework within 2 years, including clinical experiences.
- E. Meet specific criteria set forth in the syllabus:
 - Achieve an overall grade of 80% or higher for all major exams and major assignments in all MSAT courses throughout the MSAT Curriculum
 - Achieve the minimum clinical rating (B or higher)
- F. Abide by the University of Mary and departmental policies and procedures.
- G. Demonstrate Professional Practice Competencies.
- H. Meet minimum standards of ethical performance as specified in the Commission on Accreditation of Athletic Training Education (CAATE).
- I. It is rare for a student to need an extension beyond the 5 semesters to complete the didactic academic and clinical experiences in the MSAT program. Students must complete the program in its entirety in 2 years.

Probation Process

Students who are placed on academic probation will be notified within 10 academic days of the end of the semester. Students who are placed on professional skills probation will be notified within 10 academic days of their mid-term evaluation, or when significant professional skill concerns arise throughout the semester. All probationary status letters are emailed to students via their University of Mary email.

Upon receipt of notice of probationary status, a student will complete an intervention plan for success (see Appendix) and review the completed form with their advisor. Once the student has met with their advisor regarding their plan for success, the student will contact the Chair of the AT program, who will schedule a meeting with other faculty within the program, along with their advisor, within 10 academic days of the start of the semester for academic probation and within 10 academic days of the email informing of professional skills probation.

Students are required to monitor and track progress on their goals and strategies throughout their probationary period and are strongly encouraged to meet with their advisor regularly to receive feedback, discuss progress, and use intervention plan strategies.

Graduation Audit and Degree Conferral

A graduation audit is completed by the academic advisor of each student at the conclusion of the term just prior to the student's anticipated final term of study. The completed graduation audit is signed by the advisor as well as the student and submitted to the Registrar's Office. The student is responsible for submitting the application for graduation form. Degrees are conferred by the Registrar once the student has completed their final semester of study and has satisfactorily met all requirements of their respective concentration's program of study and has paid all student accounts. Once all requirements are completed the degree of MSAT will be awarded to the student.

Graduation Requirements

The graduating student should be meeting with their advisor prior to December to complete all documentation required for graduation. It is the responsibility of degree-seeking students to file an application for graduation. This application should be completed along with the degree audit and submitted to the Registrar simultaneously with the degree audit. Students will be responsible for obtaining and covering the cost of graduation attire.

Withdrawals/Refunds/Add-Drop Policies

Students are encouraged to discuss questions regarding withdrawals/add/drop policies with their academic advisor or the Registrar's Office. Forms for withdrawals/add/drop can be obtained on www.my.umary.edu under Academic Information. Questions regarding tuition refunds should be forwarded to the Office of Financial Aid.

Communication/Cell Phone/Email/Computer Policy:

All cell phone devices must be turned off during all exams. This is mandatory and is not determined per faculty instructor. Students may be failed for initiating or responding to a text or phone call during an exam.

Email is the official mode of communication with students', instructors, and advisors. Students are required to check their University of Mary's email on a daily basis.

Technical Standard Policy

Please see pages 36-37 as well as Appendix I.

Confidentiality and Privacy Oath

Please see Appendix D.

Photograph and Video Authorization for Release

Providing consent to release photographs and video taken while in the Athletic Training program of study is optional. Photographs and videos may be requested to use for teaching, learning, and

promoting the program. Photos and videos may be used indefinitely in teaching presentations and for marketing materials such as brochures, social media, booths, and websites.

See Appendix F.

Clinical Experiences

Students are required to comply with guidelines set forth by the clinical site. The student is required to have the following documentation on file upon the start of the Master of Science in Athletic Training.

- Health insurance
- Annual physical
- Annual flu shot
- COVID vaccination
- Record of immunizations:
 - A 2 step Tuberculosis (TB) skin test
 - Two MMR (Measles, Mumps, Rubella) Vaccines or documentation of each illness or lab evidence of immunity
 - One Varicella Vaccine if given at age 13 or before, two doses if given after age 13; or documentation of Chickenpox illness or lab evidence of immunity
- Background check
- Maintain certification in First Aid and CPR
- Drug screen
- Student liability (provided by the University)
- Completion of BBP, HIPPA, and FERPA training

The athletic training student is expected to model a healthy lifestyle for their benefit and for the benefit of the patients served. The athletic training student has access to the fitness center and health care services (for a fee) on campus from Student Health Services, which is staffed by a Family Nurse Practitioner. If the student prefers, health care may be obtained from the health care provider of their personal choice. All costs for medical and health services are the responsibility of the individual student.

The general health of the athletic training student will allow them to meet the physical standards of the program. The student must be able to perform these duties outlined in the educational competencies for the clinical experience courses. The student should be aware that they may be required to do moderate to heavy lifting at times when caring for injured patients and carrying emergency equipment during practice and game situations. Students must also be aware of the environmental challenges of indoor and outdoor athletic events, practices, games. See technical standards for specific physical demands.

The clinical experience must meet all of the standards set forth by the CAATE. The clinical experiences must include clients/patients throughout the lifespan, of different sexes, of different socioeconomic statuses, of varying levels of activity and athletic ability, equipped sport, who participate in non-sport activities, and with a variety of health conditions normally seen in athletic training practice.

Recording Clinical Experience

CAATE mandates keeping accurate record-keeping under “**direct supervision**” of a **healthcare professional (preceptor)**. You are required to document daily. If at any time you fail to document on a timely basis, you will be docked points. The preceptor oversees initialing documentation immediately after hours are completed.

Patient encounters must also be documented on a daily basis.

Accuracy is of the utmost importance in recording clinical education experience.

Code phrases for documentation are available on Canvas on the MSAT page.

The student will use EXXAT to document hours and evaluations.

Social Media

As a professional athletic training student, you are not to fraternize with the athletes in either a social setting or through social media. This goes for athletes at the high schools and the colleges that you will meet through your clinical experiences. Remember confidentiality, no information regarding an athlete status or injury can be shared on any of the social media sites. No social media contact with patients. Failure to follow this rule will lead to disciplinary actions.

Medical Records, HIPPA, and Confidentiality

The security, record-keeping, and confidentiality requirements and concerns that relate to patients’ medical records generally apply equally to those portions of patients’ medical records.

Since social stigma is sometimes attached to individuals infected with bloodborne pathogens, athletic trainers should pay particular care to the security, record-keeping, and confidentiality requirements that govern the medical records for which they have a professional obligation to see, use, keep, interpret, record, update, or otherwise handle.

Security, record keeping, and confidentiality procedures should be maintained with respect to the records of other athletic trainers, employees, athletic trainer students, and patients, to the extent that the athletic trainer has responsibility for these records.

Substance Abuse Policy

All athletic training students are expected to comply with the substance use/abuse policies outlined in the University of Mary Student Handbook.

Alcohol, and Tobacco Products - The use of alcohol and tobacco or tobacco products IS NOT permitted at educational sites, clinical education sites, and events. The administrator, host site coordinator, preceptor, and faculty/staff shall enforce this policy.

Drug products- Athletic training students’ taking any substance, illegal, legal, or medically prescribed, that has the potential to impair judgment, alertness, mental status, physical capabilities, or otherwise reduce professional performance, should report this use to the program

director immediately and prior to attending any clinical experience. A change of medical record form will need to be completed prior to continuing with any clinical experience.

Drug Screening – All students in the program must go through a drug screening at least one time which is built in a class fee. In the event that an additional drug screen is needed either by the facility requiring additional drug screen OR suspicion of substance abuse, this will be paid for by the student.

Responsibilities of the ATP Student while on Clinical Rotations

All sites will have specific site expectations. To view the specific site expectations please see the MSAT Canvas page. The following are program requirements for the student.

- Maintain a good professional relationship with all athletic training personnel and visitors to the athletic training facilities.
 - As healthcare providers bound by the [NATA Code of Ethics](#), ATs have an obligation to provide the best care to all patients, “*regardless of the patient’s race, religion, age, sex, ethnic or national origin, disability, health status, socioeconomic status, sexual orientation, or gender identity.*”² When providing care, ATs should also incorporate the National Athletic Trainers’ Association’s six commitments to [Diversity, Equity, Inclusion, & Access](#)³ as well as Athletic Training’s Five [Shared Professional Values](#)⁴ of Caring & Compassion, Integrity, Respect, Competence, and Accountability.
- Confidential information is never discussed with persons not associated with the student-athletes’ care (*refer to Confidentiality and Privacy Oath Statement at the end of this handbook*).
- Personal problems should never be discussed in the athletic training environment with other staff members, coaching staff members, or other patients.
- Establish a friendly rapport with each individual patient. All patients should be treated the same.
- The role of an athletic training student is twofold:
 - Student roles
 - Athletic training roles
- Both in and out of the clinical setting, students should remember that they are filling both roles and act accordingly.
- It is recognized that in working closely with a team, friendships may arise between the athletic training students and patients or parents.
- In the clinical setting, students should act as athletic training students. In this role,
 - Students are responsible for assisting with the care of the patients at that facility.
 - Students are there to learn and increase their athletic training skills.
- It is acceptable that you are friends with the patients but professionalism as an athletic training student is always a must in the clinical setting.
 - It is unacceptable to share living accommodations with patients or clinical education affiliates.

- **Dating Patients:**
 - Athletic training students dating patients can lead to compromising situations and is highly discouraged.
 - If, however, a situation arises where an athletic training student is dating a student-athlete, this relationship should not become evident in the athletic training facilities.
 - If this becomes a problem and the athletic training student cannot perform his/her duties, the athletic training student may be reprimanded or removed from assigned duties.
- Be aware of all patients' injury/illness situations when treating an athlete. Know diagnoses, treatment plans, precautions, and physicians' recommendations for care.
- Documentation of all treatments, conversations, etc. should always be recorded in a timely manner. All documentation for a patient should be reviewed before proceeding to treat a patient. All documentation must be completed prior to departing for the day.
- Maintain a friendly attitude without losing respect as a professional person. Always be polite though firm with all patients.
- Be courteous and respectful to coaching staff members always. Always address them professionally. Do not argue with or judge a coach (do not try to coach).
- Be courteous and professional to all physicians and preceptors within the athletic training program. Always address them professionally.
- Some travel is required by the athletic training student to attend practices or games or clinical experiences. It is the responsibility of the student to find their own transportation to the events. The student will incur all expenses for travel for clinical experiences.
- Students will be responsible for housing and other expenses that occur during the immersive clinical experience.
- Athletic Training Students, who are also athletes, are not allowed to gain clinical experiences with their sport. This includes rotations and ATR experiences.
- Minimum hour requirement and maximum hour requirement is located on the clinical education syllabi.
 - Student is responsible for contacting CCE immediately if hours exceed 40 hrs/week.
 - Students are required to have one day off per 7 days.

Clinical Competencies/Proficiencies

- Clinical and education standards are mandated to complete by CAATE during the Athletic Training Program. Students must obtain an 84% on all practicals to pass. Any grade below 84% must be redone until at least 84% is achieved. The original grade will stand. All practical testing will be performed by graduate assistants or ATP staff.
- Through a combination of formal classroom instruction and clinical experience, an athletic training student applies a wide variety of specific healthcare skills and knowledge during assigned hours of supervised clinical experience. Clinical experience opportunities are available in a variety of locations and settings. The completion of the clinical integration proficiency (CIP) packet will need to be completed with real-time experiences prior to graduation. Each CIP needs to be signed off by a preceptor in EXXAT. The

signing of the CIP form must include your score for each category, equipment used, and case description.

Clinical experience during course time expectations

- Must have no late assignments.
- Must have an 80% or higher in all courses.
- Must not exceed 6 hours a week.

Records Maintenance Policy

All student academic and clinical records will be kept on the MSAT drive, or on EXXAT. This is to ensure student confidentiality. All records will be kept for 3 years in the athletic training department after which they will be archived in academic affairs for a total of 7 years. The student may request documentation in writing to the Program Director of the Athletic Training Program.

Clinical Education Assessment

Assessment of the student will occur at the following set intervals by the preceptor, CCE, PD, or faculty member. All assessments will be completed through EXXAT and Canvas. The University will complete a site visit for every clinical experience. This site visit may occur virtually and physically.

Service-Learning and Volunteer Activities

The University of Mary exists to serve the religious, academic, and cultural needs of the people of the region and the communities of Bismarck and Mandan. Aware of its close historical ties with the immediate community, the University seeks to enhance the quality of life of the community. The University encourages each person to participate in his or her religious, educational, and political communities. Furthermore, it promotes a setting of freedom and initiative in which everyone may attain self-identity and self-realization.

As an educational opportunity, the Athletic Training Program serves these needs, as well as the needs of the physically active population of the community. The opportunities for students to work within the community are available to nurture the Benedictine Values of hospitality, respect for others, moderation, community, service, and prayer. These hours are a requirement for graduation from the University of Mary and the Athletic Training Program and are an opportunity for the student to provide CPR and First Aid care in the community.

Service learning will need approval and is scheduled through the Coordinator Clinical Education. ATP service-learning requirement: providing first aid/CPR care for athletic training related experiences.

- 6 hours/semester, 12 hours/year

Service-learning opportunities during the course of the academic year will include, but are not limited to:

- U-Mary Athletic Training Student Association (UMATSA) Service Projects
- University of Mary Intramurals

- Bismarck and Mandan Youth Football League
- Bismarck and Mandan Youth Hockey
- Krolls Marathon
- Fargo Marathon

All opportunities presented are for the benefit of the Athletic Training Program and the athletic training student. Each student's responsibility for the progress of society is the development of individual leadership qualities - self-direction, self-initiative, and self-actualization - to become a decision-maker, problem-solver, and change agent to others.

All students are required to participate in an additional 3 hours of volunteer service every year. Volunteer hours are anything outside of the athletic training area and at any sight. Day of service does not count for these volunteer hours. Fill out the form on the MSAT Canvas page and return to the AT Program Director immediately after completion.

All hours listed above can be recorded on EXXAT.

Grievance policy

If conflicts arise with another athletic training student, preceptor, instructor, coach, patient, or any other person involved in the athletic training program, arrange a private meeting with that individual so as not to involve the entire athletic training room.

- Contact the PD or CCE if problems with other personnel are unresolved. The staff member will intervene to handle the conflict situation.
 - ◆ Didactic/Classroom conflicts should be resolved with student-teacher interaction before other University personnel is involved. See the syllabus for the chain.
 - ◆ Clinical education conflicts should be resolved with the athletic training student and preceptor before other University personnel is involved. The proper method for conflict resolution should be the Preceptor, Coordinator of clinical education, Athletic Training Program Chair, Dean for St. Gianna School of Health Sciences.

Dress code

It is important for all athletic training students to project a professional image of the University of Mary and the ATP. To uphold this image to students, patients, visitors, and guests, it is important that all athletic training students maintain a clean, neat and well-groomed personal appearance always. Students are expected to use good taste in selecting the clothes and hairstyles they wear during clinical experiences avoiding extreme styles, such as overly provocative clothing in the athletic training room or on athletic training time. ATP attire is required at practices, no yoga pants, and no jeans. Game attire - dress pants and ATP polo for games. **It is mandatory to wear name tags while performing the duties of an athletic training student.** Approved polo and t-shirt colors are: Black, White, approved Blue or Grey. Hats are allowed for outdoor activities **HOWEVER; THEY MUST BE A UNIVERSITY OF MARY HAT!** Hats must be worn with the bill of the cap pointed forward. Proper footwear is - Tennis shoes during all practices and games (ex. no heels, no flip flops, sandals or open-toe shoes). Appropriate professional dress is allowed by your preceptor and if you can perform all the duties of the athletic training student. Closed-toe shoes are always a must. If you are not properly dressed, the

preceptor or program staff member reserves the right to start the discipline process. This may include being sent home and an unexcused absence.

During any outdoor observation experience, the student will need to plan for different weather conditions. Plan expect anything and of utmost importance is to be dressed appropriately for the weather. Clothes should be appropriate for the weather conditions and priority should be given to those clothing items that will keep the student warm and dry regardless of whether that clothing item has the University of Mary Athletic Training logo.

The University of Mary ATP is confident each student will use his/her best judgment in following this policy. This is not an all-inclusive list; thus, management reserves the right to determine appropriateness.

Each site will have specific dress code requirements that are located under the site on the MSAT Canvas page.

**University of Mary
St. Gianna School of Health Sciences
Dress Code Policy**

Introduction & Purpose

In alignment with the mission and vision of the University of Mary and the St. Gianna School of Health Sciences (SGSHS), this dress code policy was created to support students as servant leaders.

The purpose of this dress code is to assure a positive, professional image for University of Mary SGSHS students as they represent their professions while effectively serving the diverse needs of society. Student appearance is a form of nonverbal communication that impacts the relationships with clients and their family, clinical educators, and other members of the health care team either positively or negatively. While dress code policies may be perceived as prescriptive, the intent of this policy is to ensure safety and develop the professional dispositions of SGSHS students during clinical experiences.

Guidelines

All SGSHS students will follow the SGSHS policy, the individual program policies, and the policy of the assigned clinical site related to student dress code. A dress code is a guide and cannot cover every potential circumstance. Apparel worn for medical, spiritual, cultural and/or religious reasons may be acceptable in the clinical environment. Students should consult their University of Mary course clinical faculty to seek clarification if questions arise or per direction in the accommodations note below.

- Students should be clean with no discernable odors including tobacco. The use of perfumes, fragrances, colognes, and tobacco is not recommended due to risk of triggering inflammatory or allergic respiratory events.
- Individuals may have varying perceptions regarding tattoos and piercings, and students should be prepared to conceal them upon request of an assigned clinical facility policy.

- Hair should be clean and neat. In certain clinical scenarios, hair should be pulled back to ensure safety. Facial hair should be neatly trimmed.
- To ensure safety and promote infection prevention, nails should be clean and clipped to ¼ inch or less.
- No t-shirts or other attire with lettering or drawings which depict sexually suggestive expressions or actions, profanity, obscenity, drugs, alcohol, or tobacco shall be worn.
- Undergarments that are visible are considered inappropriate attire.
- It is important for all students to project a professional image of the University of Mary, conducive to a private, Christian university, thus all clothing is best worn with the concept of “modesty” in mind. The SGSHS expects each student to use good judgment in following this policy, seeking clarification as necessary from faculty.
- Students will have additional dress code requirements depending on the program and or clinical site. These specific instructions will be provided as needed at the start of clinical course work.

Dress Code Accommodations

Dress code accommodations will be considered upon student request. Examples may include but are not excluded to medical conditions, spiritual, cultural, and/or religious beliefs. Students seeking clarification on dress code should consult their University of Mary course clinical faculty if questions arise. The course clinical faculty will work with the student and program chair to determine a plan of resolution. As needed, an Associate Dean of SGSHS, the Dean of SGSHS and/or members of the University of Mary Diversity Committee will be consulted to verify the student’s concern has been adequately addressed.

Disciplinary Actions

Academics

In order to continue in the athletic training, you must maintain a 3.0 GPA in all your athletic training courses. Failure to do so will cause you to be placed on suspension until remedial work is completed. If you fail to maintain a 3.0 GPA over multiple semesters you will be dismissed from the program.

Clinical

The program has the right reserved to place students in disciplinary action for dress code violations, academic violations, behavioral violations, drug, alcohol, or tobacco violations, and others as deemed by the program. The following are the disciplinary steps that will be taken by the program all these steps will come with written notification from the Program Director or Coordinator of clinical education with specifics of what needs to occur and the time frame of the disciplinary action. Depending on the violation, the level of offense may vary.

- 1st minor offense-program written documentation and meeting
- 2nd offense – program probation
- 3rd offense – program suspension
- 4th offense - termination from the program

Professional Policies

The curriculum phase of the University of Mary Athletic Training Program requires a strong commitment to the athletic training profession. With new responsibility, the athletic training student is expected to attend practices, scheduled treatments, and competitions. In addition to the athletic responsibilities, CAATE standards will be met.

- Further questions regarding the professional policies can be directed to the Athletic Training Program Chair.

Professionalism

- All codes of ethical conduct are to be observed, including the NATA Code of Ethics
- As a current and enrolled student in the Athletic Training Program, it is the professional responsibility of the Student to hold an active annual membership of the National Athletic Trainers' Association (NATA). Please see nata.org.
- Due to the clinical nature of the athletic training students' positions, it is expected that all staff and students will conduct themselves in a professional and ethical manner while on duty and representing the Athletic Training Program and the University of Mary.
- Unprofessional and unethical behavior will not be tolerated and will be dealt with by the administrative staff. Any unprofessional or unethical behavior must be reported immediately to the Program Director or CCE.
- Unprofessional and unethical behavior may be cause for corrective action and/or dismissal.

Rules of Conduct

- Be on time for mandatory activities. Tardiness will be documented, and additional responsibilities will result.
- Always present yourself as a professional. While you are still a student, the Athletic Training Staff expects you to act in a professional manner. Act in a manner befitting the athletic training profession.
- As a University of Mary athletic training student, you are a representative of the school and the Athletic Training Program.
- Treat all athletes with equal respect.
- Do not become loud or boisterous with athletes.
- Do not use profanity or vulgar language at any time in the athletic training facilities, or as an athletic training student.
- Treat coaches and team physicians with respect. Address them as "Coach ____" and "Dr. _____" respectively.
- Maintain your professional distance and realize that everyone has their own individual and personal space.
- ***You are expected to enforce the athletic training facility rules!***
- When on the field/court/track or in the pool, do not leave the athletic training and taping rooms unattended. For security reasons, please close and lock all the athletic training facilities when you leave the building.
- The use of alcohol, tobacco or tobacco products IS NOT permitted by any member of the athletic training staff in the athletic training facility as well as in the playing areas during all sanctioned competitions and practices for such competition.

- The athletic training student must always be supervised by a certified athletic trainer whenever the student is providing athletic training services.

Medication Policy

During the clinical aspect of the ATP, athletic training students are not allowed to dispense any medications (prescription or over the counter) to the patients or parents. If medication is dispensed the student will be placed on probation.

Safety Policy

The University of Mary Athletic Training Program ensures that the health and safety of the Athletic Training students are being upheld. The clinical sites need to submit the following documentations:

- Therapeutic equipment table
- Maintenance of the therapeutic equipment including fridge, freezers, and ice machines
- Verification of maintenance therapeutic equipment log (receipt, etc.)
- Verification of external accreditation

The following are documentation that is needed for the program along with being posted for students to view and are reviewed with the students during initial visits and an ongoing basis.

- Blood Borne pathogens procedures
- Blood Borne pathogens exposure plan
- Personal protective equipment readily and visibly able
- Emergency action plan

Please refer to the ATP page on Canvas for site-specific safety policy.

Blood Borne Pathogens and Infectious Disease Policy

Each athletic training student will be required to attend an annual Blood Borne Pathogen and HIPAA training and complete a quiz covering the material. This will occur in the fall semester of each year and will be mandatory. Each athletic training student will be made aware of the potential risk of infection associated with providing athletic training services, as well as the measures that can be taken to prevent the risk of bloodborne pathogen transmission.

Infectious disease:

If a student is known to have a condition (infection, environmental disease, communicable disease) that may have a negative impact on others, the student has a professional obligation to inform the University of Mary Student Health Clinic and the program chair immediately.

Precautionary measures should be taken immediately. Signature of the infectious disease policy at the end of the handbook confirms acknowledgment and understanding of policy.

Communicable diseases may include the following:

Chickenpox	Conjunctivitis	COVID
Diarrhea	Diphtheria	Hepatitis A
Hepatitis B	Hepatitis C	Herpes Simplex
HIV	Impetigo	Influenza
Lice	Measles	Mumps
Meningitis	Pertussis	Rabies
Rubella	Scabies	Strep

The Athletic Training Student and Blood Borne Pathogens at Clinical sites

The risk of bloodborne pathogen transmission at clinical sites is directly associated with contact with blood or other body fluids. Athletic training students who have responsibility for covering events under the supervision of the Certified Athletic Trainer or Certified Healthcare professional at which such contact is possible should use appropriate preventative measures and be prepared to administer appropriate treatment, consistent with the requirements and restrictions of their job, and local, state, and federal law.

In most cases, these measures will include:

- Pre-event care and covering of existing wounds, cuts and abrasions
- Provision of the necessary or usual equipment and supplies for compliance with universal precautions, including, for example, latex gloves, biohazard containers, disinfectants, bleach solutions (1-part bleach to 10 parts water), antiseptics, and sharps containers. Disinfectants should inactivate the HIV virus.
- Early recognition and control of a bleeding patient, including measures such as appropriate cleaning and covering procedures, or changing of blood-saturated clothes.
 - Towels or other linens that have been contaminated should be bagged and separated from another laundry
 - Soiled linen is to be transported in red containers or bags that prevent soaking or leaking and are labeled with biohazard warning labels.
 - Contaminated laundry should be washed in hot water (71 degrees C/159.8 degrees F for 25 minutes) using a detergent that deactivates the virus.
 - Gloves must be worn during bagging and cleaning of contaminated laundry.
- Requiring all patients to report all wounds immediately.
- The insistence that universal precaution guidelines be always followed in the management of acute blood exposure.
- Appropriate cleaning and disposal policies and procedures for contaminated areas or equipment.
- Post-event management including, as appropriate, re-evaluation, coverage of wounds, cuts, and abrasions.
- Appropriate policy development, including incorporation, with necessary legal and administrative assistance, of existing OSHA and other legal guidelines and conference or school rules and regulations
- Report all exposures to ATP Chair and immediately to the supervising preceptor.

Universal Precautions and OSHA Regulations

Athletic training students should work with their preceptor who should, consistent with their job descriptions and the time and legal requirements and limitations of their jobs and professions, inform themselves and other affected and interested parties of the relevant legal guidelines and requirements affecting the handling and treatment of bloodborne pathogens.

Athletic training students cannot be expected to practice law or medicine, and efforts with respect to compliance with these guidelines. It may be appropriate for athletic training students to talk with their preceptor to have copies of the Center for Disease Control regulations and OSHA regulations and guidelines available for their own and others' use.

OSHA/BBP management and personal protection equipment

Personal protective equipment is available at all sites. Please see your preceptor review the location of the specific equipment.

BE AWARE - Treat all blood and bodily fluid as if they were infected with:

- HIV (Human Immunodeficiency Virus) which frequently leads to AIDS
- HBV (Hepatitis B Virus)
- Staph infections (MSRA)
- Other blood-borne pathogens (Microorganisms found in human blood which can cause disease).

Action in the Event of Exposure

All incidents that involve actual exposure shall be reported *immediately* to the supervising Preceptor or Athletic Training Program Chair. Examples of exposure include but are not limited to needle sticks, splashing of blood into the face, contact with vomit or other bodily fluids on mucous membranes. The exposure form is found on the ATP page on Canvas.

The exposed individual will be referred immediately to the Student Health Clinic or local emergency room for evaluation, documentation, and possible testing and treatment as determined by the treating physician.

An athletic training student infected with a bloodborne pathogen should practice safety measures. Considering all professionally, medically, and legally relevant issues raised by the infection.

Depending on individual circumstances, the infected athletic training student will or may wish to:

- Seek medical care and on-going evaluation
- Take reasonable steps to avoid potential and identifiable risks to his or her own health and the health of his or her patients.
- Inform, as or when appropriate, relevant patients, administrators, or medical personnel.
- An exposure report form must be completed upon the incident and given to the Program Director within 24 hours.

HIV and HBV Testing

Athletic training students with the assistance of their preceptor should follow federal, state, local and institutional laws, regulations, and guidelines concerning HIV and HBV testing. Athletic training students under the supervision and in conjunction with the preceptor should, in inappropriate practice settings and situations, find it advisable to educate or assist patients with respect to the availability of testing.

HBV Vaccinations

As part of the application process, a student enrolled in the University of Mary Athletic Training Program are required to provide written documentation of a completed or in progress hepatitis B vaccination series.

Withholding of Care and Discrimination

NATA's policies and its Code of Ethics make it unethical to discriminate based on medical conditions.

Change of medical record form must be signed when you have a medical change. See change of medical record, health and immunization policy at the end of the handbook.

Behavioral Health Policy

INTRODUCTION:

The mental well-being is best served through collaborative efforts of campus and community resources. We prides itself on strong working professional relationships with campus and community health care leaders. This model of care enhances the ability to medically treat the both physically and mentally. A student-athletes mental health is every bit as important as their physical health. Mental health problems and sports related injuries often have psychological or emotional consequences. Psychological problems (e.g. eating disorders, substance issues) can have medical consequences. Our dedication to each student is to provide a holistic approach for their mental well-being. The goal is to assist with mental health issues before they escalate into student code of conduct incidents. Depression and anxiety are the most common mental issues affecting athletes.

PROCEDURE:

Signs and Symptoms of Depression

- Low or sad moods
- Feelings of hopelessness
- Sleep problems
- Lack of energy
- Withdrawn from normal day-to-day routine
- Decreased concentration or motivation
- Social avoidance
- Negative thinking
- Thoughts of death or suicide

Signs and Symptoms of Anxiety

- Excessive worry, fear, or dread
- Sleep disturbances
- Change in appetite
- Feelings ranging from general uneasiness to complete immobilization
- Pounding heart, sweating, shaking, or trembling
- A feeling of being out of control
- Fear that one is dying or going crazy or disruption of everyday life

CLINICAL PRACTITIONERS PROVIDING MENTAL HEALTH CARE AND PROCEDURES

Evaluation and treatment of student with possible mental health concerns will be coordinated with the athletic training program director. Steps to follow if you need assistance:

1. Contact AT PD, for immediate life-threatening intent or plan for suicide immediately call 911.
2. Counseling may be recommended.
3. Immediate Physician referral may be necessary before counseling.
4. The following clinical providers will be used to provide mental health services.

CHI St. Alexius Health University of Mary Clinic

Lower Level, Lumen Vitae University Center

701-530-3670 or [CHI My Chart](#)

Counseling Services:

<https://www.umary.edu/life-at-mary/wellness-and-safety/counseling-services>

24/7 Hotline 701-530-7195

- ND Help Line for Crisis Intervention and Referrals: Dial 211
- Suicide Prevention Hotline: 1-800-472-2911
- Abuse Hotline: 1-800-472-2121

One of the most important aspects of mental health well-being involves the issue of confidentiality. Healthcare professionals are legally and ethically required to maintain the privacy and confidentiality of their student-athletes. No information can be divulged about their patients to anyone without the patient's authorization.

DEFINITIONS

Ability to Intervene – The Preceptor is within the immediate physical vicinity and interacts with the ATS on a regular and consistent basis in order to provide direction and correct inappropriate actions. The same as being “physically present.”

Adjunct faculty: Individuals contracted to provide course instruction on a full-course or partial-course basis but whose primary employment is elsewhere inside or outside the institution. Adjunct faculty may be paid or unpaid.

Athletic trainers (AT): Health care professionals who render service or treatment, under the direction of or in collaboration with a physician, in accordance with their education and training and the state's statutes, rules, and regulations. As a part of the health care team, services provided by athletic trainers include primary care, injury and illness prevention, wellness promotion and education, emergent care, examination, and clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions.

Athletic Training - The profession that is concerned with an athlete’s health and safety. This is recognized by the American Medical Association as an allied health care profession.

Athletic Training Student – A student enrolled in the Athletic Training Program.

Athletic training clinical experiences: Direct client/patient care guided by a preceptor who is an athletic trainer or physician. Athletic training clinical experiences are used to verify students’ abilities to meet the curricular content standards. When direct client/patient care opportunities are not available, simulation may be used for this verification. See also Clinical education.

Clinical education: A broad umbrella term that includes three types of learning opportunities to prepare students for independent clinical practice: athletic training clinical experiences, simulation, and supplemental clinical experiences.

Clinical site: A facility where a student is engaged in clinical education.

Communicable Disease – A contagion that may be directly transmitted from person-to-person or by a person from an inert surface.

Direct Patient Care – The application of athletic training knowledge, skills, and clinical abilities on an actual patient.

Direct Supervision – Supervision of the athletic training student during clinical experience. The Preceptor must be physically present and can intervene on behalf of the athletic training student and the patient.

Emergency Action Plan – A venue-specific “blueprint” used for the management of medical emergencies. See: <http://www.nata.org/sites/default/files/EmergencyPlanningInAthletics.pdf>: <https://www.cdc.gov/niosh/docs/2004-101/emrgact/files/emrgact.pdf>

Faculty – An individual who has full faculty status, rights, responsibilities, privileges, and full college voting rights as defined by institution policy and that are consistent with similar positions

at the institution necessary to provide appropriate program representation in institutional decisions.

Health care providers: Individuals who hold a current credential to practice the discipline in the state and whose discipline provides direct patient care in a field that has direct relevancy to the practice and discipline of athletic training. These individuals may or may not hold formal appointments to the instructional faculty

Immersive clinical experience: A practice-intensive experience that allows the student to experience the totality of care provided by athletic trainers.

Infectious Disease – A disease caused by microorganisms entering the body. An infectious disease may or may not be contagious.

Medical director: Currently licensed allopathic or osteopathic physician who is certified by an ABMS- or AOAA-approved specialty board and who serves as a resource regarding the program's medical content.

Physician: Health care provider licensed to practice allopathic or osteopathic medicine.

Preceptor: Preceptors supervise and engage students in clinical education. All preceptors must be licensed health care professionals and be credentialed by the state in which they practice. Preceptors who are athletic trainers are state credentialed (in states with regulation), certified, and in good standing with the Board of Certification. A preceptor's licensure must be appropriate to his or her profession. Preceptors must not be currently enrolled in the professional athletic training program at the institution. Preceptors for athletic training clinical experiences identified in Standards 14 through 18 must be athletic trainers or physicians.

Professionalism: Relates to personal qualities of honesty, reliability, accountability, patience, modesty, and self-control. It is exhibited through delivery of patient-centered care, participation as a member of an interdisciplinary team, commitment to continuous quality improvement, ethical behavior, a respectful demeanor toward all persons, compassion, a willingness to serve others, and sensitivity to the concerns of diverse patient populations.

Professional preparation: The preparation of a student who is in the process of becoming an athletic trainer (AT). Professional education culminates with eligibility for Board of Certification (BOC) certification and appropriate state credentialing.

Professional program: The graduate-level coursework that instructs students on the knowledge, skills, and clinical experiences necessary to become an athletic trainer, spanning a minimum of two academic years. Professional socialization: Process by which an individual acquires the attitudes, values and ethics, norms, skills, and knowledge of a subculture of a health care profession.

Program Director – Is a full-time faculty member with voting rights of the host institution and in good standings with the BOC.

Professional Development – Continuing education opportunities and professional enhancement, typically is offered through the participation in symposia, conferences, and in-services that allow for the continuation of eligibility for professional credentials.

Service Learning - Volunteer activities outside of the required clinical experiences. Athletic training skills will not be part of this service work; you will utilize CPR and First Aid skills.

Supervision: Supervision occurs along a developmental continuum that allows a student to move from interdependence to independence based on the student's knowledge and skills as well as the context of care. Preceptors must be on-site and have the ability to intervene on behalf of the athletic training student and the patient. Supervision also must occur in compliance with the state practice act of the state in which the student is engaging in client/patient care.

Technical standards: The physical and mental skills and abilities of a student needed to fulfill the academic and clinical requirements of the program. The standards promote compliance with the Americans with Disabilities Act (ADA) and must be reviewed by institutional legal counsel.

Travel – An athletic training student is not allowed to travel unless traveling with an Athletic Trainer who serves as a preceptor.

Volunteer Hours-Volunteer activities outside of the required clinical experience and service-learning experience. These hours should be within the surrounding communities or the University of Mary community.

UNIVERSITY OF MARY ATHLETIC TRAINING STUDENT ASSOCIATION – UMATSA

History

The University of Mary Athletic Training Student Association (UMATSA) strives to help students attend state, district, and national conventions and conferences; gain experience in areas that they would not traditionally see in the University setting; and bring in outside speakers to increase the knowledge of the association.

The executive board consists of three students. The offices are President, Vice-President, and Secretary/Treasurer. Also, members are encouraged to serve on committees and to facilitate ideas for fund raising, public relations, and continuing education.

Membership is available to any student enrolled in the athletic training program. Annual dues are required to keep membership current. Students must pay dues according to the policies set forth by the association.

For further information about regarding membership in UMATSA contact the Athletic Training Program Chair or executive board members.

TECHNICAL STANDARDS CRITERIA

Section 1, explains the rationale for the technical standards and how they may be used by the program

Section 2, includes the technical standards

Section 3, includes a statement that the student has read the technical standards and, by their signature, acknowledges an understanding of the implications of the standards

Section 1.

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

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

Section 2.

Candidates for selection to the University of Mary Athletic Training Program must demonstrate:

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

Section 3.

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

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

If a student states he/she can meet the technical standards with accommodation, then the University will determine whether it agrees that the student can meet the technical standards with reasonable accommodation; this includes a review of whether the accommodations requested are reasonable, taking into account whether accommodation would jeopardize clinician/patient safety, or the educational process of the student, other students or the institution, including all coursework, clinical experiences and internships deemed essential to graduation.

Signature stating that you understand these technical standards is required at the end of the handbook.

ATHLETIC TRAINING CLINICAL PROFICIENCIES NATA EDUCATION COUNCIL

Professional Education

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

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

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

NATIONAL ATHLETIC TRAINING ASSOCIATION

Code of Ethics

Preamble

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

PRINCIPLE 1:

Members shall respect the rights, welfare and dignity of all.

- 1.1 Members shall not discriminate against any legally protected class.
- 1.2 Members shall be committed to providing competent care.

1.3 Members shall preserve the confidentiality of privileged information and shall not release such information to a third party not involved in the patient's care without a release unless required by law.

PRINCIPLE 2:

Members shall comply with the laws and regulations governing the practice of athletic training.

2.1 Members shall comply with applicable local, state, and federal laws and institutional guidelines.

2.2 Members shall be familiar with and abide by all National Athletic Trainers' Association standards, rules and regulations.

2.3 Members shall report illegal or unethical practices related to athletic training to the appropriate person or authority.

2.4 Members shall avoid substance abuse and, when necessary, seek rehabilitation for chemical dependency.

PRINCIPLE 3:

Members shall maintain and promote high standards in their provision of services.

3.1 Members shall not misrepresent, either directly or indirectly, their skills, training, professional credentials, identity or services.

3.2 Members shall provide only those services for which they are qualified through education or experience and which are allowed by their practice acts and other pertinent regulation.

3.3 Members shall provide services, make referrals, and seek compensation only for those services that are necessary.

3.4 Members shall recognize the need for continuing education and participate in educational activities that enhance their skills and knowledge.

3.5 Members shall educate those whom they supervise in the practice of athletic training about the Code of Ethics and stress the importance of adherence.

3.6 Members who are researchers or educators should maintain and promote ethical conduct in research and educational activities.

PRINCIPLE 4:

Members shall not engage in conduct that could be construed as a conflict of interest or that reflects negatively on the profession.

4.1 Members should conduct themselves personally and professionally in a manner that does not compromise their professional responsibilities or the practice of athletic training.

4.2 National Athletic Trainers' Association current or past volunteer leaders shall not use the NATA logo in the endorsement of products or services or exploit their affiliation with the NATA in a manner that reflects badly upon the profession.

4.3 Members shall not place financial gain above the patient's welfare and shall not participate in any arrangement that exploits the patient.

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

4.5 Members shall not provide or publish information, photographs, or any other communications related to athletic training that negatively reflects the profession.

September 2005, Revised 2013

Organization Contact Information

Board of Certification, Inc.

1415 Harney Street
Suite 200
Omaha, Nebraska 68102
Phone: (877) 262-3926
Fax: (402) 561-0598
Website: www.bocatc.org

Commission on Accreditation of Athletic Training Education (CAATE)

2001 K Street NW, 3rd Floor North
Washington DC, 20006
Toll Free: (844)-go-caate
Phone: (512) 733-9700
Fax: (512) 733-9701
Website: www.caate.net

National Athletic Trainers' Association (NATA)

1620 Valwood Parkway
Suite 115
Carrollton, TX 75006
Phone: 214-637-6282
Fax: (214) 637-2206
Website: www.nata.org

NDATA

Website: www.ndata.org

CAATE STANDARDS FOR THE ACCREDITATION OF ATHLETIC TRAINING EDUCATION PROGRAMS

© Commission on Accreditation of Athletic Training Education, (Updated 2022)

Who We Are

The Commission on Accreditation of Athletic Training Education (CAATE) is a 501(c)(3) non-profit organization serving the public and profession by establishing and ensuring compliance with accreditation standards that facilitate quality outcomes, continuous improvement, innovation and diversity to enhance athletic training education.

The CAATE provides educators and clinicians resources and information to stay informed – and compliant – with accreditation standards. The Commission knows that leading in this way improves health care outcomes.

The CAATE is recognized by the Council for Higher Education (CHEA). [Learn more about CHEA recognition.](#)

What is Accreditation?

Accreditation is review of the quality of higher education institutions and programs. In the United States, accreditation is a major way that students, families, government officials, and the press know that an institution and/or program provides a quality education.

Accreditation is:

- A **voluntary** quality assurance process
- A peer review course of action
- A method of validation
- Recognition that an institution/program has met standards set forth by the peer reviewing body

Mission

Serving the public and profession by establishing and ensuring compliance with accreditation standards that facilitate quality outcomes, continuous improvement, innovation and diversity to enhance athletic training education.

Vision

Advancing clinical practice and improving health care outcomes through promotion of excellence in athletic training education.

Diversity, Equity and Inclusion Within Athletic Training

The Commission on Accreditation of Athletic Training Education (CAATE) is committed to equitable representation for all, including students, faculty, staff and key stakeholders regardless

of nationality, ethnicity, race, religion, age, sex, marital status, socioeconomic status, gender identity and expression, sexual orientation or ability. An inclusive environment improves the quality of health care in athletic training community relations and positively affects the health and wellness of our communities. [Learn more](#) about our commitment and recent work.

History

Always partnering with leading groups striving for excellence in health care, the Joint Review Committee on Educational Programs in Athletic Training (JRC-AT) was incorporated in Texas in October 1991. The JRC-AT was a Committee on Accreditation under the Commission on Accreditation of Allied Health Educational Programs (CAAHEP); effective June 30, 2006, the JRC-AT became independent from CAAHEP and changed its name to the Commission on Accreditation of Athletic Training Education (CAATE).

The CAATE is the agency responsible for the accreditation of more than 260 professional (entry-level) Athletic Training programs, 7 Post-Professional Degree Programs and 12 Residencies.

The American Academy of Family Physicians (AAFP), The American Academy of Pediatrics (AAP), the American Orthopaedic Society for Sports Medicine (AOSSM) and the National Athletic Trainers' Association, Inc. (NATA) cooperate to sponsor the CAATE and to collaboratively develop the Standards for Entry-Level Athletic Training Educational Programs.

APPENDIX A

Student Handbook Signature Page:

UNIVERSITY OF MARY ATHLETIC TRAINING STUDENT CONSENT

Receipt of MSAT Student Handbook

I acknowledge that I have read a copy of the University of Mary MSAT Student Handbook.

I understand that the MSAT Student Handbook states the program policies and practices in effect on the date of publication. I also understand that these policies and procedures are continually evaluated and may be amended, modified, or terminated at any time.

I agree to comply with the policies and procedures delineated in the MSAT Student Handbook.

Please sign and date this receipt and return it to the MSAT Program Chair.

Printed
Name

Signature

Date

DOCUMENTATION OF STUDENT UNDERSTANDING

I certify that I have read and understood the technical standards in the MSAT Student Handbook and I believe to the best of my knowledge that I meet each of these standards without accommodation. I understand that if I am unable to meet these standards I will not be admitted into the program.

Printed
Name

Signature

Date

Alternative statement for students requesting accommodations.

I certify that I have read and understood the technical standards in the MSAT Student Handbook and I believe to the best of my knowledge that I can meet each of these standards with certain accommodations. I will contact the University of Mary student support services department to determine what accommodations may be available. I understand that if I am unable to meet these standards with or without accommodations, I will not be admitted into the program.

Printed
Name

Signature

Date

APPENDIX B

Authorization to Use Scholarly Work Form

I hereby authorize that the examples of my academic work may be shared with current and future students of the MSAT and be put on display, electronic or hard copy, for viewing by accreditation and university administration. In regards, to research initiated in a collaborative effort between faculty and students, I authorize faculty members the right to further pursue scholarly avenues with the research.

(student signature)

(date)

(MSAT faculty signature)

(date)

APPENDIX C

AUTHORSHIP MEMORANDUM OF UNDERSTANDING

The purpose of this agreement is to clearly delineate authorship and contribution to the thesis/project. The authors agree as follows:

Authorship is designated as follows in accordance with ICJME criteria:

- Substantial contributions to the conception or design of the work; or the acquisition, analysis, or interpretation of data for the work; AND
- Drafting the work or revising it critically for important intellectual content; AND
- Final approval of the (any) version to be published; AND
- Agreement to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved. (pg.2)

This Agreement will be reviewed and updated at least annually by the authors until all dissemination products are completed.

No amendment or addition to this Agreement shall be binding unless it is in writing and signed by all authors.

It is agreed that authorship order may be renegotiated should an individual's responsibilities substantially change or should an individual fail to perform their role as stated above.

By signing this Memorandum of Understanding, I acknowledge that I have read and understood the University of Mary School of Health Science Authorship Policy.

Draft Title/Title of Project: _____
Date: _____
First Author: _____
Second Author: _____
Third Author: _____
Fourth Author: _____
Fifth Author: _____

APPENDIX D

CONFIDENTIALITY, HIPAA, & PRIVACY OATH

The University of Mary (U-Mary) Athletic Training Program (ATP) is committed to safeguarding the confidentiality of protected health information and other confidential information which is or may be contained in the records of the University and to ensuring that protected health information and other confidential information is used and/or disclosed only in accordance with the University's policies and procedures and applicable state and federal law.

All U-Mary ATP athletic training students must hold confidential information used or obtained in the course of their clinical education courses/experiences in confidence. All protected health information and other individually identifiable health information must be treated as confidential in accordance with professional ethics, accreditation standards, and legal requirements. All athletic training students with access to confidential information, including patient / student-athlete medical records information, employment information, and/or information systems must read and sign the Confidentiality and Privacy Oath, which will be kept on file and updated periodically.

I, _____ (print name) promise to hold confidential, health information and other confidential information received through observation of, direct contact with, or in paper, electronic, verbal, video, oral, or any other form about individuals who are recipients of services from agencies, programs, facilities or their constituents and entities. I further promise to uphold, in good faith, ethical obligations expected by National Athletic Trainers' Association, Department of Health and Human Services Office of Civil Rights, the Health Insurance Portability and Accountability Act (HIPAA), the University of Mary and the Athletic Training Program concerning privacy, rights, and respect of individuals who are a part of my learning experience, directly or indirectly, including other professionals, families, student peers, and support staff and omit the patient / student-athlete's name and other unique identifiers when using case reports or hypotheticals for educational or training purposes.

By signing the Confidentiality, HIPAA, & Privacy Oath, I pledge that I have read, understand and will comply with the University of Mary Athletic Training Programs Confidentiality and Privacy Policy.

Printed Name

Signature

Year in Program

Date

APPENDIX E

Professionalism and Code of Conduct

As a member of the University of Mary Athletic Training Program, I understand that I must maintain a high level of professionalism and code of conduct. By signing below, I promise to comply with the professionalism and code of conduct rules set forth by the University of Mary ATP program and the NATA code of ethics.

Printed Name

Signature

Year in Program

Date

APPENDIX F

Photograph & Video Authorization for Release

I, _____, authorize the University of Mary School of Health Sciences Program in Athletic Training (AT) to photograph and or video, taken any time during my course of study for the purpose of teaching, learning, and promoting athletic training, the school of health science, or the University of Mary.

This release is effective the date of signature and is indefinite.

Signature

Date

APPENDIX G

Infectious Disease Policy

As an Athletic Training Student at the University of Mary Athletic Training Program, I am required to understand FERPA laws and HIPAA regulations regarding the giving and receiving of information on patients, as well as treatment of them using Universal Precautions.

Blood-borne pathogens and infectious diseases can negatively impact others. These infections, environmental diseases, and communicable diseases may be present in activities associated with Athletic Training Services and the Athletic Training Program. Athletic Training Students are made aware of the potential risks of infection of these diseases and are educated on prevention and control of them.

If I, _____, a student in the Athletic Training Program, is personally known to have an infectious disease that may negatively impact others, then I have a professional obligation to inform the University of Mary Student Health Center and the Program Director immediately of the condition/s. I will report all suspected and diagnosed diseases; and take precautionary and appropriate medical measures, if any of the following or other blood-borne pathogens, environment diseases, or communicable diseases are suspected or diagnosed in me: Chickenpox, Diphtheria, Conjunctivitis, Diarrhea, Hepatitis A, B, or C, Herpes Simplex, HIV, Impetigo, Influenza, Lice, Measles, Mumps, Meningitis, Mumps, Pertussis, Rabies, Rubella, Scabies, Strep.

Print Name	Signature	Year in Program	Date
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Official Statement from the National Athletic Trainers' Association on Communicable and Infectious Diseases in Secondary School Sports (nata.org March 2007)

The National Athletic Trainers' Association (NATA) recommends that health care professionals and participants in secondary school athletics take the proper precautions to prevent the spread of communicable and infectious diseases. Due to the nature of competitive sports at the high school level, there is an increased risk for the spread of infectious diseases, such as impetigo, community acquired methicillin-resistant staphylococcus infection (MRSA) and herpes gladiatorum (a form of herpes virus that causes lesions on the head, neck and shoulders). These diseases are spread by skin-to-skin contact and infected equipment shared by athletes, generally causing lesions of the skin. The following

The following are suggestions from NATA to prevent the spread of infectious and communicable diseases:

- Immediately shower after practice or competition.
- Wash all athletic clothing worn during practice or competition daily.
- Clean and disinfect gym bags and/or travel bags if the athlete is carrying dirty workout gear home to be washed and then bringing clean gear back to school in the same bag. This problem can also be prevented by using disposable bags for practice laundry.
- Wash athletic gear (such as knee or elbow pads) periodically and hang to dry.
- Clean and disinfect protective equipment such as helmets, shoulder pads, catcher's equipment and hockey goalie equipment on a regular basis.
- Do not share towels or personal hygiene products with others.
- All skin lesions should be covered before practice or competition to prevent risk of infection to the wound and transmission of illness to other participants. Only skin infections that have been properly diagnosed and treated may be covered to allow participation of any kind.
- All new skin lesions occurring during practice or competition should be properly diagnosed and treated immediately.
- Playing fields should be inspected regularly for animal droppings that could cause bacterial infections of cuts or abrasions.
- Athletic lockers should be sanitized between seasons.
- Rather than carpeting, locker or dressing rooms should have tile floors that may be cleaned and sanitized.
- Weight room equipment, including benches, bars and handles should be cleaned and sanitized daily.

APPENDIX H

Change of Medical Records, Health, and Immunization Policy

As a member of the University of Mary Athletic Training Program, I understand and have maintained and have given appropriate written documentation to the Program in the area of medical records. This is in compliance with general health of myself, _____, the Athletic Training Student, and shows that I have met all physical standards of the Program.

This includes but may not be limited to a current medical history and evaluation, hepatitis B vaccination series completion or in progress, current and updated immunization certification (measles, mumps, and rubella), Tuberculosis skin tests(if applicable after Application), current influenza vaccination records, and documentation of any illnesses, lab evidence of immunity, or change in medications(current or new prescriptions).

I have not had any changes in my medical records except, the reception of my annual flu vaccination last flu season. Other than that, I am in good health and have no changes to my medical records.

I have had changes to my medical records and have provided the proper documentation to the Program.

A summary list of my health or medical records changes are:

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____

*if you need additional lines, please write below

Print Name

Signature

Year in Program

Date

APPENDIX I

TECHNICAL STANDARD DOCUMENTATION OF STUDENT UNDERSTANDING (ONLY SIGN BELOW IN ON ONE LINE)

I certify that I have read and understood the technical standards in the ATP Student Handbook and I believe to the best of my knowledge that I meet each of these standards without accommodation. I understand that if I am unable to meet these standards I will not be admitted into the program.

Printed Name

Signature

Date

Alternative statement for students requesting accommodations.

I certify that I have read and understood the technical standards in the ATP Student Handbook and I believe to the best of my knowledge that I can meet each of these standards with certain accommodations. I will contact the University of Mary student support services department to determine what accommodations may be available. I understand that if I am unable to meet these standards with or without accommodations, I will not be admitted into the program.

Printed Name

Signature

Date

Appendix J

Intervention Plan for Success

Intervention Plan for Success

Overview:

Students must meet the academic and professional behavior standards as identified in the Student Performance Standards and Policies. Students who are identified through published criteria set forth by the MSAT Program, as being at risk for not meeting student performance standards will collaborate with their respective faculty to develop an Intervention Plan.

Process:

If student performance standards are not met or are at risk of not being met by a student, individual program/department guidelines will be followed. The decision rendered is made by two or more members of the faculty and the result of this process is either dismissal from the program or the development of an Intervention Plan. If the decision is that a student needs to develop an Intervention Plan, the student must submit the plan within 10 days of notification of the academic or professional deficit. The Intervention Plan will include student goals which are mutually agreed upon between the faculty and student and will include a timeline and strategies to meet each goal.

If the student does not meet the goals for the specified timeline, the student will then be dismissed from the program. Students who are dismissed have the Right to Appeal as delineated in the applicable university catalog following the academic appeal policy.

Content:

Reasonable input from students will be given due consideration in the development of an Intervention Plan. Each Plan for Success shall include the following:

- Assessment of student strength(s)
- Challenge(s) to student performance
- Identification of requirement improvement(s)
- Statement of specific measurable goals
- Strategies for reaching named goals.
- Identification of resources to assist in reaching the named goal.

Outline for Intervention Plan

- Name:
- What are your strengths related to your performance in the MSAT Program?
- What are your challenges related to your performance in the MSAT Program?
- In what ways (areas) do you need to improve your academic and/ or professional skills? (Please refer to the MSAT Student Handbook, Professional Competencies and Skills, academic transcript)
- *Goals:* Please write specific, measurable professional goals for you to achieve. They must relate to your areas of failure/deficit and to the areas of concern with your academic and/ or professional skills. Strategies for reaching goals: Please describe in detail how you plan to address your areas of failure/deficit and achieve your goals. Be specific including barriers and your plan to overcome the specific barriers.
 - Goal #1
 - Strategies
Mid-check date
Completion date
 - Goal #2
 - Strategies
Mid-check date
Completion date
 - Goal #3
 - Strategies

Master of Science in Athletic Training (MSAT) Student Handbook

Mid-check date
Completion date

- (additional goals as needed)

Date to be reviewed:

Student signature:

Date:

Chair of Academic Progress and Standards:

Date:

Chair AT Program

Date: