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Welcome

Welcome to the Post-Professional Doctorate in Athletic Training (DAT) Program at Indiana State University (ISU). Thank you for undergoing the rigorous application process and embarking on this journey with us. We have developed a curriculum to help you develop into a strong, scholarly practitioner through advanced theory and clinically-relevant experiences. Further, we encourage you to take pride in our internationally recognized athletic training education programs. We are proud of our illustrious alumni who are vast in number, qualifications, and successes and we look forward to the moment when you join them.

The mission of the clinical Doctorate in Athletic Training (DAT) Program is to develop an already credentialed athletic trainer who seeks post-professional coursework and applied research. The program develops clinical scholars with knowledge, skills, leadership, and innovation needed for the delivery of advanced patient care and instruction of Athletic Training.

The following documents have been prepared for the purpose of defining, instituting, and establishing an effective DAT at ISU. The purpose of this manual is to inform the students, supervisors, and the Department of Applied Medicine and Rehabilitation faculty of the policies and procedures governing the DAT. The materials are fashioned to maintain safe, careful, objective care for patients and to dispense for quality instruction in the DAT.

Please SIGN HERE to acknowledge you have read and understand the DAT Policies and Procedures Manual, that you agree to abide by all policies found therein, and that you understand if you fail to uphold this agreement that you may be disciplined in accordance with program policy.
INTRODUCTION

Indiana State University's Post Professional Athletic Training Program was founded in 1972 and is one of the oldest graduate athletic training programs in the United States. The DAT has over 800 alumni and is internationally recognized for excellent research and alumni who are active in the Athletic Training profession. Most recently the post-professional program has transitioned to the doctorate level.

The DAT seeks to develop professional leaders, clinicians who utilize evidence based practice, and athletic training educators. The DAT aims to produce advance level practitioners in the Athletic Training discipline through sound theory and research, as well as diversity of thought and experiences. The intent of the curriculum is to facilitate critical thinkers through evidence based medicine and hands-on experiential learning. The DAT also engages in interprofessional education, so Athletic Trainers (AT) who often serve at the center of health care, can cultivate relationships with other providers within the community.

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Facilities

The Department of Applied Medicine and Rehabilitation (AMR) is part of the College of Health and Human Services (CoHHS) and housed in the Sycamore Wellness and Applied Medicine Center. The department includes a fully equipped Athletic Training facility, the ISU Physical Therapy and Sports Rehabilitation Clinic, several clinical instructional laboratories, and supports the Applied Medicine Research Center. In addition, students have access to the Neuromechanics, Interventions and Continuing Education Research (NICER) Laboratory to support the graduate curriculum and research when needed.

MISSION

Indiana State University Mission Statement

Indiana State University is dedicated to teaching and the creation of new knowledge while maintaining its longstanding commitment to inclusiveness, community and public service, and access to higher education. We integrate teaching, research, and creative activity in an engaging, challenging, and supportive learning environment to prepare productive citizens for Indiana and the world.

College of Graduate and Professional Studies Mission Statement

The College of Graduate and Professional Studies facilitates student and faculty teaching, research, scholarship, creativity, and community engagement. The School provides leadership in quality graduate
program development and the recruitment, education, and professional preparation of students throughout Indiana and the world.

**College of Health and Humans Services Mission Statement**

The College is dedicated to fostering student excellence and developing productive citizens who function as skilled professionals. Further, we champion teaching, research, creative activities, community involvement through health initiatives, and life-long learning.

**Applied Medicine and Rehabilitation Department Mission Statement**

The mission of the Department of Applied Medicine and Rehabilitation is to provide excellence in interprofessional preparation / practice of collaborative healthcare and wellness. The department supports the development of productive citizens through mentorship in the quest for new knowledge and research, community engagement, clinical experience, service learning, and progressive comprehensive health care.

**Post-Professional Athletic Training Education Program Mission**

The mission of the clinical Doctorate in Athletic Training (DAT) Program is to develop an already credentialed athletic trainer who seeks post-professional coursework and applied research. The program develops clinical scholars with knowledge, skills, leadership, and innovation needed for the delivery of advanced patient care and instruction of Athletic Training.

**CORE COMPETENCIES**

The athletic trainer’s post-professional preparation is based on developing students’ knowledge, skills, and abilities, beyond the professional level, as determined by the Commission. Post-Professional athletic training degree programs incorporate core competencies required for advanced clinical practice. The Post-Professional core competencies are listed and defined here:

- Patient-Centered Care
  - Competency in patient-centered care relates to the athletic trainer’s ability to serve as an advocate for a patient’s best interests, to educate the patient about health-related concerns and intervention options, to recognize any conflict of interest that could adversely affect the patient’s health, and to facilitate collaboration among the patient, physician, family, and other members of the patient’s social network or healthcare system to develop an effective treatment plan that includes agreed-upon implementation steps, short-term goals and long-term goals.
• Interprofessional Education and Collaborative Practice
  o Competency in interprofessional education and collaborative practice relates to
    the athletic trainer’s ability to interact with other health professionals in a
    manner that optimizes the quality of care provided to individual patients.

• Evidence-Based Practice
  o Competency in evidence-based practice relates to the athletic trainer’s ability to
    integrate the best available research evidence with clinical expertise and
    consideration of patient values and circumstances to optimize patient
    outcomes.

• Quality Improvement
  o Competency in quality improvement relates to the athletic trainer’s recognition
    of the need for constant self-evaluation and life-long learning, and it includes
    the ability to identify a quality improvement objective, specify changes that are
    expected to produce an improvement, and quantitatively confirm that an
    improvement resulted from implementation of the change (e.g., improved
    patient outcomes from administration of a specific intervention or utilization of
    a specific protocol).

• Healthcare Informatics
  o Competency in the use of healthcare informatics relates to the athletic trainer’s
    ability to: 1) search, retrieve, and utilize information derived from online
    databases and/or internal databases for clinical decision support, 2) properly
    protect the security of personal health information in a manner that is
    consistent with legal and ethical considerations for use of such data, including
    control of data access, utilization of patient identity coding, de-identification of
    aggregated data, and encryption of electronically transmitted data, 3) guide
    patients to online sources of reliable health-related information, 4) utilize word
    processing, presentation, and data analysis software, and 5) communicate
    through email, text messaging, listservs, and emerging modes of interactive
    electronic information transfer.

• Professionalism
  o Professionalism relates to personal qualities of honesty, reliability,
    accountability, patience, modesty, and self-control. Competency of
professionalism is exhibited through ethical behavior, a respectful demeanor toward all persons, compassion, a willingness to serve others, sensitivity to the concerns of diverse patient populations, a conscientious approach to performance of duties, a commitment to continuing education, contributions to the body of knowledge in the discipline, appropriate dress, and maintenance of a healthy lifestyle.

POINTS OF DISTINCTIVENESS

Points of distinctiveness are areas of primary focus within the program. Our aim is that each graduate of the program will excel within these areas at the time of graduation. The points of distinction are threaded throughout the courses in the curriculum (See Appendix A) and have associated measureable outcomes linked to course assignments and activities.

1. Advocacy, Education, and Leadership – Students will demonstrate advocacy, educational, and leadership skills for the advancement of the profession.

2. Integrative Health Care – Students will engage in a comprehensive, whole-body approach to the prevention, evaluation, and treatment of injuries and illnesses of the physically active.

3. Clinical and Patient Outcomes – Students will demonstrate the ability to measure and evaluate individual and systems level clinical practice with the aim of contributing to the professional body of knowledge.

ADMISSIONS

Admissions requirements and application instructions are available on the program website.
**DEGREE REQUIREMENTS**

Doctorate in Athletic Training

<table>
<thead>
<tr>
<th>Clinical Skills (27 hrs)</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>ATTR 710 Integrative Health</td>
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<tr>
<td>ATTR 712 Evidence Based Medicine</td>
<td>3</td>
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<tr>
<td>ATTR 720 Evidence Based Integrative Care I</td>
<td>3</td>
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<tr>
<td>ATTR 810 Evidence Based Integrative Care II</td>
<td>3</td>
</tr>
<tr>
<td>ATTR 830 Evidence Based Prevention Interventions</td>
<td>3</td>
</tr>
<tr>
<td>ATTR 875 Evidence Based Therapeutic Interventions</td>
<td>3</td>
</tr>
<tr>
<td>ATTR 820 Manual Therapy I</td>
<td>3</td>
</tr>
<tr>
<td>ATTR 840 Manual Therapy II</td>
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</table>

<table>
<thead>
<tr>
<th>Clinical Education (4 hrs)</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>ATTR 755, 756, 855, 856 Clinical Experience in Athletic Training I, II, III, IV</td>
<td>1 (each)</td>
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</table>

<table>
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<tr>
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<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATTR 725 Athletic Trainer Educator</td>
<td>3</td>
</tr>
<tr>
<td>ATTR 726 Administration of Health Care</td>
<td>3</td>
</tr>
<tr>
<td>ATTR 847 Underserved Populations and Emerging Settings in AT</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research (18 hrs)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATTR 691 Research Methods in AMR</td>
<td>3</td>
</tr>
<tr>
<td>ATTR 713 Outcome Assessment in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>ATTR 811 Practice-Based Research</td>
<td>3</td>
</tr>
<tr>
<td>ATTR 798 Research Project</td>
<td>6</td>
</tr>
<tr>
<td>AHS 604 Research Design and Data Analysis in HHP</td>
<td>3</td>
</tr>
</tbody>
</table>

| **Total:** | 57 |

**Specific curriculum sequencing for each incoming student class is provided in Appendix B.**

**COLLEGE OF GRADUATE AND PROFESSIONAL STUDIES**

The following details several pertinent policies of the College of Graduate and Professional Studies. Students are responsible for reviewing and upholding ALL the General Policies and Regulations of the College of Graduate and Professional Studies. These policies are also found in the Graduate Catalog.

**Time Limitation**

A student must complete all doctoral degree requirements, including completing a minimum of 29 credit hours of graduate credit, within seven years. No graduate credit will be counted toward the doctoral degree if the student enrolled for the work more than seven years before the completion of the degree. Students with nine or fewer credit hours of out of date course work must submit course validations to the assistant dean of the College of Graduate and Professional Studies for approval. Students with more than nine hours of out of date course work must submit a petition with the
appropriate course validations for consideration by the Graduate Student Appeals committee. Ordinarily, if more than 50% of the course work is out of date, all or a portion of the courses will need to be re-taken. Forms can be found on the College of Graduate and Professional Studies web site.

**Progress Toward Degree**

During the period of study leading to the doctoral degree, a graduate student must show evidence of sound scholarship. The following standards must be met to retain good standing:

1. Maintain a 3.0 average or better in all graduate work.
2. Must receive a C or better in all curricular classes.
3. Those students with an assistantship must be enrolled in at least 9 hours for full time status.
4. Continuous enrollment in graduate work. Any student admitted to the College of Graduate and Professional Studies and to a department who has not enrolled and received graduate credit for work at Indiana State University for a period of two consecutive years will be required to re-apply for admission.
5. Have no encumbrances on his/her record.

**Students who earn a failing grade in coursework will be subject to program deceleration. This means that they may not progress in the degree until the failing grade is replaced.**

**Grading**

<table>
<thead>
<tr>
<th>Grades</th>
<th>Points</th>
<th>Grades</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.00</td>
<td>C+</td>
<td>2.30</td>
</tr>
<tr>
<td>A</td>
<td>4.00</td>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.70</td>
<td>F</td>
<td>0.00</td>
</tr>
<tr>
<td>B+</td>
<td>3.30</td>
<td>S</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>U</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>B-</td>
<td>2.70</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Grade Appeal**

**Basis for Appeal**

A student may appeal a grade granted by any instructor of any course. The student may appeal the grade based on one of more of the following:

1. An error in the calculation of the grade.
2. The assignment of a grade to a particular student by application of more exacting or demanding standards than were applied to other students in the same section of the same course, in the same semester, with the same instructor.
3. The assignment of a grade to a particular student on some basis other than performance in the course.
4. The assignment of a grade by a substantial departure from the instructor’s previously announced standards for that section of that course.

5. The assignment of a grade by a substantial departure from the written departmentally approved standards for a course.

Informal Appeal

All students must follow the informal appeals process for questioning grades prior to engaging the formal appeal. In so doing, they are to, where possible, seek out the instructor for a face-to-face conversation. The instructor is encouraged to listen to the entirety of the student’s case and then to consider whether the current grade is appropriate. Should no resolution occur, the student is required to contact the department chairperson. The chairperson is required to meet with the student one-on-one, to seek a conversation with the instructor one-on-one, and then highly encouraged to meet with the two of them together. Students must initiate their informal appeal within 30 working days of the posting of the grade. Should no resolution occur, the student may choose to engage the formal appeal process.

Filing a Formal Appeal

A formal appeal is made in writing to the dean of the college of the instructor, hereafter referred to as “the dean.” When filing an appeal, a student must specify the basis of the appeal and do so within 30 working days of the conclusion of the informal appeal. The student must indicate one of the following:

1. The instructor is unable or unwilling to communicate with the student on the appeal and the informal appeal could not proceed.

2. No resolution resulted from the informal appeal process.

The contents of the appeal should include as much of the relevant physical or electronic record as is possible for the student to collect. If the second basis (differential standards) is asserted, the student should provide a list of the names of other students and specific assignments so that a review of the relevant materials and appropriate comparisons can be made.

Verification of the Appropriateness of the Appeal An instructor “cannot respond” if he/she has died or has suffered a debilitating physical or mental condition. For appeals to grades submitted by instructors who have been terminated, resigned, or retired, it is the dean’s responsibility to manage the notification process. In doing so, the dean shall make three separate attempts at contact within 30 days with the last one in writing by registered letter to the last known address. If after ten working days of the dean’s receiving of the registered letter receipt, the instructor still refuses to discuss the grade appeal, the dean shall convene the Grade Appeal Committee.
If an instructor has denied the grade appeal after having met with the department chairperson, the dean must review the materials and discuss the matter with the student. The dean may choose to discuss the matter with the instructor, the chairperson, or both. If the dean cannot create a resolution satisfactory to the instructor and student, the dean shall convene the Grade Appeal Committee.

**Graduation**

All students must apply for graduation (no later than October 1 for December [fall semester] graduation, or February 1 for May [spring semester] graduation, or February 1 for August [summer semester] graduation). The application must be approved by the student’s advisor and program director. If insufficient progress toward degree completion has been demonstrated, the program director reserves the right to withhold a signature until enrollment in the term most likely to result in graduation. Insufficient progress toward degree completion may include, but is not limited to: incomplete research proposal, failure to complete the IRB process, or evidence provided by a research chair (failure to meet expectations articulated in a research contract).

**Request for Time Off/Leave of Absence/Resignation Policy**

Students choosing to withdraw from the University should follow the Withdrawal Procedures as well as the Guidelines for Resignation of the Graduate Assistantship articulated by the CGPS.

**STUDENT CODE OF CONDUCT**

Indiana State University requires that all students read and adhere to the Policy on Academic Integrity. Academic Integrity is a core value of our community of learners. Every member of the academic community (students, faculty, and staff) is expected to maintain high standards of integrity in all facets of work and study. The Policy on Academic Integrity describes appropriate academic conduct in research, writing, assessment, and ethics. The policy is available in the Code of Student Conduct. Please take time to read this on your own. Cheating is not allowed on quizzes, exams, and writing assignments. The use of any material, device, or other person to help yourself beyond your own capability is prohibited. If you see another student cheating, please inform the professor immediately. Discipline for violating the academic integrity policy will be decided on an individual basis using the academic integrity policy. The penalties can be severe and include: failing the assignment, failing the course, referral to Student Judicial Programs to face formal conduct charges. Students found in violation may be suspended or expelled and can have a permanent notation affixed to the official transcript indicating that an academic integrity violation occurred. Students are urged to discuss questions regarding academic integrity with instructors, advisers, or with the associate deans.
GRIEVANCE POLICY

All grievances should be formally filed following the College of Health and Human Services Student Grievance Policy, unless the student has failed to meet the expectations of the CGPS retention policy (outlined below). In this case, the student and program faculty should follow the Guidelines and Procedures for the removal of a Student from an Academic Program.

RETENTION AND PROGRESSION POLICY

A student whose grade point average drops below a 3.0 (or higher in certain programs) will be placed on probation, suspended from graduate study, or dismissed from the College of Graduate and Professional Studies. The dean of the College of Graduate and Professional Studies, in accordance with the regulations of the student’s academic department and the College of Graduate and Professional Studies, will make decisions in such matters. In addition to academic standing, students may be removed from an academic program at the request of the program coordinator or department chairperson for failing to meet professional or licensure standards, or not meeting program specific expectations outlined in the catalog or a program’s student handbook. A student who is suspended from graduate study or dismissed from the College of Graduate and Professional Studies may request a review of the case by the Graduate Student Appeals Committee of the Graduate Council.

Guidelines and Procedures for the Removal of a Student from an Academic Program

The following procedures have been developed in an effort to standardize administrative processes associated with the removal of any graduate student from a program. As such, all requests will be handled by the College of Graduate and Professional Studies (CGPS) using the following process which replaces all informal or ad hoc procedures deployed by the home colleges. Additionally, the process described below is intended to reduce redundancies and uncertainties associated with varying processes that exist across campus.

Step 1. Programs seeking to remove a student from an academic program should consult the dean of CGPS prior to taking any formal action at the department or program level.

Step 2. Following consultation with the dean and if removal is deemed appropriate, the program will inform the student in writing of his or her status. The written notification must clearly indicate that the student is eligible to appeal to the Graduate Council Appeals Committee for an exception pursuant to catalog copy. The notice must clearly indicate that all appeals must be submitted no later than five (5) business days of notification by the department or program to
the Assistant Dean of CGPS. Once the student has been informed, the program will forward a brief memorandum to the dean of CGPS from the Department Chairperson and co-signed by the program coordinator outlining the issues or violations and, where applicable, documenting that remediation attempts have been unsuccessful. When and where safety issues are a concern and remediation may not be practical, the specific incident must be documented by a site supervisor, instructor of record or similarly positioned individual with standing. The student's official notification from the program (i.e., intent to remove) should also accompany the memo to CGPS along with any relevant documentation.

Step 3. After five (5) business days, and only if no appeal has been filed (see Step 4), the dean will issue a memo to the student and appropriate offices including Financial Affairs, Registrar, and the academic program of the effective date and action. Students will be removed from the program for the following term, but not the university per se. In these cases, the students will be assigned "Non-degree: Unclassified" status for all future terms and a hold will be placed on the student’s account in Banner by CGPS.

Step 4. If an appeal is submitted by the student within five (5) business days, the committee will be charged with reviewing the case as soon as possible and all associated documentation. As outlined in Step 3, the dean will communicate the committee's decision to all parties.

Reinstatement Procedure

A student who has been dismissed from the DAT for academic failure, or any other reason, may request a review for reinstatement. The written request for reinstatement should be addressed to the Program Director. If the dismissal is for academic performance, a Plan of Improvement must be included with the request. The Athletic Training Faculty Committee will determine reinstatement.

Reinstatement is not guaranteed, and no student may be reinstated more than one time. A reinstated student will be dismissed upon failure of any additional required course in the program of study. Students who are reinstated must adhere to the policies, guidelines, and curriculum of the DAT program, and the recommendations of the Athletic Training Faculty Committee made at the time of reinstatement. The date of reinstatement will be determined by the Program Director, based on space availability.

Research

Research, much like the Points of Distinctiveness are thread throughout the academic curriculum. Several research application assignments (discussion, CAT paper, poster/oral presentation, case study,
etc.) are required within regular coursework, in addition to the ATTR 798 Research Project courses. These activities are intended to cultivate strong scholarly practitioners, capable of consuming and producing new knowledge in Sports Medicine.

Each student enrolled in the DAT must complete a series of research experiences to increase the depth of knowledge in specific areas of interest. Early in the curriculum, students are exposed to various research methods and the critical analysis of current research. As the student develops through the program, he or she will work on several group or individual projects, which will be facilitated by DAT core of affiliated faculty using the research contract. Research contracts will serve to supplement the syllabus for ATTR 798 courses and will be used to measure student progress toward project completion.

**Research Projects**

The research projects and experiences are intended to be flexible, based on students’ needs and program resources. Projects can be completed by one to three students working together and must be facilitated by DAT core or affiliated faculty, and must include a committee of at least two members of the graduate faculty.

**Dissemination**

At least one research experience must be submitted for presentation at the University Exposium for Student Research and Creativity each March, or for state, district or national conferences (i.e., IATA, GLATA, NATA, ACSM, etc.). We strongly encourage students to submit their research projects for publication. Within the research contract, students and faculty agree upon authorship order and a timeline for publication prior to embarking on the project. Although the contract may evolve throughout the project, this provides clear expectations for students and faculty on the future of the project. Students will have at least 6 months to submit their research for publication.

Students are encouraged to apply for funding through the College of Graduate and Professional Studies and athletic training professional associations to fund their research.

**Research Laboratory**

A research laboratory has been associated with the Post Professional Athletic Training Program for over 30 years. The Neuromechanics, Interventions and Continuing Education (NICER) lab is located in the basement of the Sycamore Wellness and Applied Medicine Center on Indiana State University’s campus (room A-15) and is part of the larger Applied Medicine Research Center. Graduate students may use the space to data collect for their respective research projects. While using the space they are expected to follow the policies and procedures provided in the handbook.
POSITION DESCRIPTIONS

Program Director

The role of the program director is as a coordinator/director of a program(s) in the department. Program directors can receive between 25% - 50% release time as per indicated in accreditation materials. General responsibilities include:

- Lead curriculum development and maintenance
  - Recommending appropriate curricular changes, seeking approval, and dissemination of information to faculty and students
  - Communicating program expectations, particularly related to content and course delivery
  - Advise students with curricular planning (through a program of study) and matriculation to graduation
- Serve as an advisor to the chair on programmatic issues
  - Recommend program needs (resources, equipment, travel, accreditation support)
- Facilitate admission to program
- Serve as liaison between discipline committee and faculty teaching within the program
- Serve as a representative to the program on various departmental and college (if appropriate) committees
- Administer and maintain program accreditation, including:
  - Application
  - Annual reports
  - Fee payments
  - Self-study (when appropriate)
  - Substantive change (if/when appropriate)
  - Assessment
    - Graduation rates
    - Publication rates
    - Time to graduation
    - Employment rates
  - Student records
  - Employment facilitation (if appropriate for graduate assistantships)
- Collaborate with the Director of Clinical Education in the delivery of clinical experiences and employment
- Collaborate with administration, medical director, and clinical supervisors
- Direct an advisory board

Director of Clinical Education

The role of the Director of Clinical Education is as a coordinator of the clinical education component of the program within the department. General responsibilities include:

- Procure and manage clinical contracts
- Assist in facilitating admission to the program
- Collaborate with the Program Director in the delivery of clinical experiences and employment
- Collect and manage student professional documentation, annually
• Certification
• Licensure
• Sexual Harassment Training
• Bloodborne Pathogen Training
• Professional Liability Insurance
• Defensive Driving

• Articulate supervisor expectations annually (in person or by email)
• Communicate with supervisors regularly
• Assist with the accreditation process
• Assess clinical education effectiveness each semester (including but not exclusively – supervisors, student performance, site viability, etc.)
• Conduct and/or collect site visit evaluations for affiliate sites (or delegate among faculty)

Medical Director

According to accreditation guidelines, the program must have a medical director that holds either a MD or DO credential in the state. The medical director serves as a resource and medical content expert for the program.

Clinical Supervisor

Clinical supervisors serve as the primary source of support for each doctoral student. General responsibilities include:

• Provides orientation for the doctoral student, if applicable.
• Provides doctoral students with clinical experiences as appropriate to meet the educational expectations.
• Facilitates development of doctoral student goals, a reflection and action plan.
• Appraises knowledge and growth of the doctoral student.
• Maintains communication with the faculty as needed; discusses/evaluates doctoral student progress.
• Notifies faculty about areas of concern regarding doctoral student issues.

DAT Student

DAT student’s positions are defined by the BOC Standards of Professional Practice. DAT students are responsible for maintaining the BOC Standards of Professional Practice and following the NATA Code of Ethics (even if not a member) as members of both the academic and clinical community.

POLICIES

Certification

All doctoral students must successfully pass the Board of Certification Exam, no later than the August test date in their first year. Failure to obtain certification will result in removal from the program.

State Credentialing

Students must meet state requirements for credentialing.
Fees
Students are responsible, by University policy, for a program fee each semester. The fee is intended to cover the cost of program expenses. Student fees are estimated based on current University costs and are subject to change. Students should anticipate approximately a cost of $895-$1110 per semester ($55-60 fee/credit, $250 program fee, and $50/course hybrid education fee x3-4 courses= $150-200).

Additional Costs
Students MUST purchase personal, professional liability insurance each year OR MUST show proof of insurance through employment. The University provides liability insurance for the student while engaged in clinical experiences, about 20 hours a week while enrolled in classes. If the student is not enrolled in classes for some reason or fluctuates above 20 hours, he/she would not be covered by the University Risk Management Policy. Therefore, each student is strongly encouraged to purchase their own liability insurance (= $60-200). Liability insurance can be purchased through any vendor; however we suggest using HPSO (http://www.hpso.com/).

Students are also strongly encouraged to become or maintain NATA membership while a graduate student at ISU. The Program Director will submit a letter at the beginning of each academic year with the names of all students within the program to the NATA. Once the NATA receives this letter, each student will be given “student-certified” status and will be eligible for cost savings. When possible, the program will assume these costs to assist in student expenses.

Student ID Card
Student IDs are not required for students, but they are recommended for graduate assistants. Students may obtain a Student ID from Traffic and Parking Services http://www.indstate.edu/parking/idcards.htm.

Clinical Evaluation
Clinical supervisors will complete an evaluation of the doctoral student each semester. Supervisors are expected to discuss the evaluation in person and the evaluation returned to the Program Director (electronically).

In addition, the Program Director or Director of Clinical Education will evaluate each clinical site once per year. This evaluation serves to gauge the professional relationship between the doctoral student, site supervisor, colleagues, students, etc. Faculty are expected to discuss the evaluation in person, both parties sign, and the evaluation returned to the Director of Clinical Education.

These evaluation tools contribute to the overall determination of professional conduct in the retention of doctoral students.
**Clinical Hours**

Doctoral students are expected to participate in clinical education throughout the course of their enrollment in the program, regardless of a role/position. Students enrolled in ATTR 755/756/855/856 are expected to accrue approximately 200 hours of clinical experience per semester. Employment should follow federal and state guidelines.

**Social Media**

Indiana State University’s DAT is dedicated to creating Athletic Trainers for life by developing leaders through education, academic achievement, diversity, and community service in pursuit of personal excellence. All doctoral students should recognize that as a representative of our institution they are held to a high standard of behavior. ISU students are not restricted from using social media sites. However, students must understand that any content they make public – regardless of privacy settings – via social websites is expected to follow acceptable social behaviors and also to comply with federal, state, National Collegiate Athletic Association (NCAA), National Athletic Trainers’ Association (NATA), and Indiana State University Department of Applied Medicine and Rehabilitation, rules and regulations.

**Social Media Guidelines**

- Understand and follow the rules of each particular social media site.
- Do not post anything private, confidential, or sensitive.
- Do not post comments that attack an Athletic Training student, Graduate Assistant Athletic Trainer, Faculty, Staff Athletic trainer, student-athlete, coach, or athletic administrator from any institution.
- Do not post information, photos, or other representations of sexual content, harassing language, inappropriate behavior or items that could be interpreted as demeaning or inflammatory.
- Do not post information, photos, or other representations of athletes (receiving care from an Athletic Trainer, Physician, Nurse, or any other medical professional).
- Do not comment on student-athlete injuries, playbooks, rosters, officiating or any other team information that should remain confidential.
- Remember the Internet is permanent. Even if you delete something on the Internet, it still exists.
- Remember many different audiences will see your posts, including fans, alumni, children, students, student-athletes, parents, staff, faculty, etc.
- Be honest, respectful, and positive.
• Be professional and polite.
• Be accurate. If you make a mistake, own up to it and correct it quickly.
• Do not post anything that you would not speak about openly in a work place or public, such as comments on drug use, sexual humor, skin color, or ethnic slurs.
• Do not post when your judgment is impaired in any way.
• Use the privacy/security settings made available on social media sites.

Social Media Policy Violation

A violation of the social media policy may result in one or more of the following:
• Meeting with your supervisor, the DAT Program Director, and/or the Dean of Students.
• Requiring removal of the unacceptable content
• Deactivating the social media profile
• Temporary or indefinite suspension
• Dismissal from the DAT

Technology Requirements

Indiana State University’s DAT is an online distance program, you will need access to a reliable computer with high-speed internet access. To access the course, please log into http://blackboard.indstate.edu using your Student ID and password. Do not access Blackboard through the MyISU Portal; if you do, your access may get timed out, and you will likely lose some of your work! You are expected to log in to Blackboard at least three times a week, and you must check your Indiana State email at least every other day at http://webmail.indstate.edu or via Outlook in order to stay current and avoid missing any important announcements or other correspondence.

Your computer should meet the following MINIMUM requirements:
• 2.0 GHz Processor or higher
• 4 GB Memory
• 120 GB Hard Drive or higher
• Wireless Connectivity (802.11 b/g minimum)
• Updated Windows or Mac Operating System
  o Windows
    ▪ Windows XP SP2 or higher
    ▪ Update: Start > All Programs > Windows Update
  o Mac
    ▪ Update: Apple > Software Update
You must also have access to the following software and hardware:

- Antivirus Software (free download at http://downloads.indstate.edu)
- Internet Explorer (free download at http://windows.microsoft.com/IE) – This is a backup browser for Blackboard. If you cannot access something in Firefox, try IE (or another browser) before contacting your professor or Indiana State’s OIT Help Desk.
- Java (free download at http://www.java.com/getjava)
- QuickTime (free download at https://www.apple.com/quicktime/download/)
- Adobe Flash Player (free download at http://get.adobe.com/flashplayer/)
- Microsoft Office (free download at http://downloads.indstate.edu)
- Video editing program (such as Windows Movie Maker or iMovie)
- Noise-cancelling headphones/microphone (external, not one built into your computer)

**Academic Calendar**

All DAT courses will be aligned with Indiana State University’s Academic Calendar.

**Academic Honesty**

The ISU Code of Student Conduct defines plagiarism as follows:

> Plagiarism is intentionally or carelessly presenting the work of another as one’s own. It includes submitting an assignment purporting to be the student’s original work which has wholly or in part been created by another. It also includes the presentation of the work, ideas, representations, or words of another without customary and proper acknowledgement of sources. Students must consult with instructors for clarification in any situation in which documentation is an issue. Students will be considered to have plagiarized whenever their work is not properly documented.

Academic integrity is a core value of our community of learners. Every member of the academic community (students, faculty, and staff) is expected to maintain high standards of integrity in all facets of work and study. The Student Guide to Academic Integrity describes appropriate academic conduct in research, writing, assessments, and ethics.

Academic dishonesty is not tolerated at Indiana State. The penalties can be severe and include: failing the assignment, failing the course, and referral to Student Judicial Programs to face formal conduct charges. Student found in violation may be suspended or expelled and can have a permanent notation affixed to the official transcript indicating that an academic integrity violation occurred.
Students are urged to discuss questions regarding academic integrity with instructors, advisors, or with the academic deans.

You will be turning in papers through Turnitin, an online tool that assists in discovering plagiarism. A great resource to help you avoid plagiarism is the Plagiarism Tutorial offered by Indiana States’ Cunningham Memorial Library.

**Communication**

Understand that your professor is not on-call 24/7. You can expect responses to your inquiries based on the following guidelines:

- You should check your ISU email daily to stay current and avoid missing any important announcements or other correspondence. Missing important communications may jeopardize your success in the course. To email your instructors or classmates, you can access the Send Email feature through Blackboard via the Tools button.

- Before emailing your instructor a question or calling, please consult the Syllabus, Blackboard site, FAQ discussion board, and other available resources. You will find many answers among the sources provided. Emails or phone messages that ask questions that can be answered by reading the available resources will result in a response conveying as much.

- Emails to the instructor will be answered in 48 hours; emails are not likely to be answered during the weekend or on holidays. Please do not expect your instructor to return your email after 8PM or before 7AM EST; just because you work late, does not mean that he or she will be available then. Be patient. Be assured, your instructor will respond to your inquiries. If you do not get a response within 48 hours, please follow-up. In the last semester, some emails faculty have sent and/or students have sent to the faculty have not been received. To ensure your question is answered, wait the 48 hours, but then follow-up.

- Emails must be sent using your ISU email account (associated with Blackboard). Emails that are sent using non-ISU accounts are automatically funneled by the email program into the junk folder, which is very rarely checked.

**On-Campus Face-to-Face Experience**

For 4-5 days per semester (in July, November/December, and April) students will come to campus for the “residential” or face-to-face experience. Attendance at the intensive learning weekends is mandatory, unless extenuating circumstances occur. Absence may require coming to campus at another time to make up the work.
GRADUATE ASSISTANTSHIP

The Admissions Committee carefully considers each student and collaboratively decides assistantship assignments during the admissions process. Decisions are based on certification status, past experiences, areas of needed growth, and student preference (when possible). For assistantships facilitated by Indiana State, all clinical supervisors and faculty are asked to rank candidates during the admissions process and are able to provide input on acceptance and assignments.

Upon arrival, the Program Director will provide the student sufficient introductory information regarding the assignment and will make arrangements for introductions to the Athletic Director/Staff Athletic Trainer(s). Assistantships span the 2-year period of enrollment.

Retention of Graduate Assistantship

All assistantship positions are for 1-year renewable with a 2-year pre-determined placement. Renewal of graduate assistantship is dependent upon academic eligibility, certification status, and professional conduct. To maintain a graduate assistantship, students must maintain progress toward the degree and:

1. Performance as an athletic trainer at assistantship position is evaluated at the end of each academic semester by the supervisor.
2. According to the College of Graduate and Professional Studies policy failure to obtain the 3.0 grade average each semester of the appointment will necessitate termination of the assistantship/fellowship at that time. Students must enroll in a minimum of nine hours of graduate course work each semester or six hours during the summer period.
3. The Department of Applied Medicine and Rehabilitation reserves the right to remove Graduate Students from their assistant position in accordance to the College of Graduate and Professional Studies guidelines.
4. Unsatisfactory performance of the assigned duties (which includes but is not limited to the clinical assistantship, attendance at meetings, orientation, regularly scheduled meetings with faculty supervisors and research chairs, etc.) of a graduate assistantship is grounds for termination of the appointment at any time at the discretion of the department. If, one month after notice of unsatisfactory performance, improvement has not been made to the satisfaction of the department, the appointment will be terminated.
5. Failure to abide by the BOC Standards of Professional Practice and following the NATA Code of Ethics during any and all DAT activities may result in termination. Accommodations or replacement may be possible, but not guaranteed. Department commitments for stipends
and tuition waivers will be absolved. Punctuality, dependability, professional communication with coaches, patients, athletes, and supervisors.

**Criminal Background Checks and Fingerprinting**

Athletic trainers are qualified healthcare professionals who serve the public. As such, the Department has adopted a criminal background check/fingerprinting policy for its students to protect involved parties and ensure legal safety to individuals served during clinical education experiences. This policy serves to protect the department, university, clinical sites, recipients of athletic training services (i.e. the public), and students. However, this policy does not support the exclusion of applicants solely on the basis of a prior felony conviction. Indiana State University and the Department of Applied Medicine and Rehabilitation reserve the right to evaluate national criminal background check reports to determine the severity of the offense and potential endangerment to the public and ISU affiliations. Students who pose a clear threat to the safety and security of the public, ISU, or ISU affiliations and/or whose convictions are deemed to impede their ability to perform specified requirements of his/her Graduate Assistantship may be disqualified from the assistantship. Students may appeal Department decisions in writing. This policy shall not be used to discriminate against students based on race, ethnicity, gender, sexual orientation, religion, or political identification.

All GAs will undergo Criminal Background Checks prior to the start of formal employment. Students will be asked to self-report any change in conviction status, similar to that which is required when renewing state licensure. Changes in conviction status must be reported within 48 hours. Failure to report will be indicative of a violation of the BOC Standards of Professional Practice and following the NATA Code of Ethics. Students will be reported to the appropriate professional agencies and the program will follow the Guidelines and Procedures for the removal of a Student from an Academic Program.

Only where sites mandate, will students be required to complete Fingerprinting at the start of the program. Only where sites mandate, will students be required to complete annual Criminal Background Checks.

**Confidentiality**

Criminal histories shall be considered confidential, whether self-disclosed or provided by a third-party. Documentation related to criminal background checks will be maintained with the student’s file in a secure location. This information is considered confidential and will only be released to agency affiliate directly responsible for the student’s employment. The student may review this information by
requesting a review of the file; photo identification must be produced at the time of the request to obtain access to the file.

**Procedures**

I. National Criminal Background Check

Upon signing a contract agreement letter agreeing to employment, graduate assistants must submit an official national criminal background check prior to signing the formal institutional contract for Graduate Assistantships.

II. Evaluation of Criminal Offenses

Preliminary evaluation of the criminal background checks will be conducted by the Program Director. Criminal background information on applicants, absent applicant names, shall be forwarded from the Program Director to the Department Chair in the event further evaluation is necessary. The Program Director shall be responsible to share the information with the Athletic Training Student and Policy Affairs Sub-Committee.

A. Decision-rules:

a. If there are no items of a felony nature reported or offenses that may endanger the public, an applicant shall be considered qualified for his/her assistantship at ISU.

b. If items of a felony nature or offenses that endanger the public are reported,

i. The Athletic Training Student and Policy Affairs Sub-Committee shall use the attached “Guidelines” to determine the applicant’s qualification for inclusion. The Program Director will communicate the result of the evaluation.

ii. If an applicant is “disqualified”, the Program Director shall record in the student’s file that the student may retain a position in the academic program, but are ineligible for a Graduate Assistantship.

1. “Disqualified” students will have an opportunity to appeal the Department’s decision. The appeal must be made in writing.

**Guidelines**

These guidelines are designed to assist decision-makers charged with determining whether to disqualify a student for a Graduate Assistantship based on a specified felony conviction and/or offense deemed as a potential to endanger the public.

I. Disqualifying Convictions
Normally, felony convictions involving violence against others shall disqualify a student from Graduate Assistantship at Indiana State University. Felony convictions that occurred while the applicant was employed at an educational institution or in which the offenses were directed at the faculty, staff, or students of an educational institution shall also typically disqualify a student from employment at ISU. Other felony convictions may also disqualify a student if, in the best judgment of decision-makers, the conviction(s) will substantially interfere with the student’s ability to represent the Department, University, and/or Athletic Training profession, or perform expected skills and duties in clinical education settings.

II. Extenuating Considerations
The following (non-exhaustive) list of factors shall be considered in determining whether a specific felony conviction should exclude a student from an assistantship at ISU:

a. the nature of the conviction(s)

b. the age of the conviction(s) and the student’s age at the time of the offense(s)

c. the pattern, if any, of multiple convictions

d. the student’s probation/parole status

Professional Behaviors
Graduate assistants are employees of the University and oversee the healthcare and education of undergraduate students. As such, graduate assistants are in a position of authority and should therefore avoid conflicts of interest with undergraduate students. Romantic and/or sexual attention, interaction, or relationships between graduate assistants undermine the fundamental educational purpose of our programs and disrupt the workplace and learning environment. Consensual relationships between graduate assistants and undergraduate students (including student-athletes and athletic training students) are prohibited. Employees found to have violated this policy may be disciplined up to and including termination from the graduate assistantship. The National Athletic Trainers’ Association Code of Ethics should guide clinical practice and student mentorship.

Stipends and Tuition Waivers

Stipends
Graduate assistants are paid a gross stipend for each academic year. Stipends are the same for each graduate student in the program, no matter the clinical assignment, and are dependent upon budgetary guidelines provided by the CGPS and AMR revenue. Stipends are delivered through Student Employment and are consistent with the pay schedule.
**Tuition Waiver**

When possible, students with an assistantship are awarded a full or partial tuition waiver. Tuition waivers are dependent upon the number of in-state and out-state students within the program and those applying to the program. When students are awarded a partial tuition waiver, the student must pay the difference to the University. The tuition waiver does not cover university fees.

**Dress Code**

A professional personal appearance consistent with allied health care professionals must be adhered to all times during the clinical experience.

1. Students assigned on campus will be required to follow the existing Athletic Training Services dress code policy.
2. Students assigned off-campus will be required to wear Indiana State University athletic training attire or attire from their clinical site.
3. Polos/collared shirts/dress attire must be worn for all competitions. T-shirts may be worn for practice sessions.
4. Appropriate closed toed shoes must be worn at all times.
5. Khaki type pants/shorts with hems are acceptable. No jeans, mesh shorts or wind pants, unless permitted by the clinical site supervisor.
6. Dress appropriately for inclement weather but in a professional manner.

GAs represent the University and the DAT, while wearing ISU attire and acting as an agent of the institution. Moreover, GAs represent Athletic Training, a health care profession. GAs should uphold the level of professionalism comparable to other health care providers.

**Vacations**

GAs are entitled to those vacation periods which correspond with those of the high school or college/university. Vacation periods of the high school or college, do not often correspond with the vacation periods at the University. To make appropriate travel plans, students should check the vacation schedule at both institutions early in the fall semester.

In cases when vacation periods occur during the assignment, it is the student’s responsibility to make all necessary arrangements with the appropriate personnel for substitute services. All necessary parties (immediate supervisor, program director, and involved coaches) should be informed at least 2 weeks prior to absences.
Sick Leave

There are no provisions for paid sick leave associated with graduate assistantships at ISU. Students should check with the administrative personnel at the clinical assignment site to determine the specific sick leave policy. Arrangements for a substitute athletic trainer should be made with the supervisor or the Program Director. Please make every effort to work with the supervisors in making allowances for sick leave when needed in order to avoid spreading the illness to others at the institution.

During the course of the academic year, if the GA develops an active communicable disease, he/she is relegated to the following policies to protect athletes/patients and other personnel from contracting a communicable disease. GAs may return 24 hours after resolution of their symptoms. Please consult with your personal health care provider for additional guidance. Symptoms that should prompt evaluation for classroom and workplace fitness include but are not limited to:

a. acute phase of an upper respiratory infection
b. acute sore throat
c. fever over 100.5 F’
d. vomiting within the previous 24 hours
e. acute phase of mononucleosis
f. bacterial sinus infection
g. conjunctivitis
h. antibiotic treatment for less than 48 hours
i. open wounds/infectious skin disorders that are uncovered and/or unmanaged
j. student suffering from any condition in an infectious state

The athletic training staff, preceptors and educators reserve the right to excuse any student for the day that may place athletes/patients, staff or student at risk of a communicable disease. Athletic training students must wash hands before and after contact with an athlete/patient regardless of any infectious disease state.

Driving

On-Campus Assistantships

At different times throughout the year, university athletes will require medical attention off site. When this occurs, GAs may be called upon to transport them in a University vehicle to the location of the physician or health care facility.

Graduate students must adhere to the following guidelines for permission to transport an athlete:

1. Must have completed the University’s Defensive Driving course
2. Must have a valid driver’s license.
3. Must possess automobile insurance that covers use of other vehicles.
4. Must always use a university vehicle
5. Should possess personal health insurance and professional liability insurance.

GAs are expected to take note of all physician comments about the athlete and later relay it back to the appropriate supervisor, if needed. GAs are encouraged to relay any learning opportunities they experienced in clinical class (ATTR 755/756/855/856). If transporting an athlete to a surgery/physician visit, GAs are expected to observe the procedure and obtain prior approval with the medical facility and faculty (if missing class).

**Off-Campus Assistantships**

GAs with an assistantship at a high school should not drive an athlete off site to a physician appointment or medical facility. This includes minors and non-minors (high school athletes who are 18). If transportation is needed a parent, coach, or ambulance should be used.

**Confidentiality**

All information regarding an athlete/patients’ injury or condition is strictly confidential. Discussions should only be with health care providers involved in the health care of that athlete/patient as outlined by the Health Information Portability and Privacy Act (HIPPA). All students are expected to complete annual HIPPA training prior to arriving for their assistantships each year.

All information regarding a student’s grades or current status within a course is confidential as well. Discussions with parents or other students are not allowed. Since graduate students will act as teaching assistants each semester they are required to follow the Family Educational Rights and Privacy Act (FERPA). Students must also read the FERPA statement of understanding and complete the required training each academic year prior to helping TA a class.

**PREPARATION FOR GRADUATE ASSISTANTSHIP**

**Payroll**

At the onset of a graduate assistantship, students will be expected to provide the necessary payroll documentation.

1. A graduate assistant who has not worked for the University in the past 12 months is considered a new employee. Prior to or on the first day of employment, a new employee must go to Student Employment with the proper identification to complete the following forms (available on the University website on in the Program Blackboard site):
a. I-9 Immigration form  
b. Drug Free form  
c. Tax Withholding forms  
d. Direct Deposit Authorization  
e. Confidential Data and Computer User Agreement  
f. FERPA form  

2. GAs are paid according to contract terms, as defined by the College of Graduate and Professional studies and according to the biweekly pay schedules.

Keys

GAs are issued one key to access the Sycamore Wellness and Applied Medicine Center, when appropriate. If assigned to ISU Athletics, keys will be issued by the Head Athletic Trainer. Any keys issued to a GA must be returned prior to graduation to prevent an administrative hold on the deferment of the GA's degree. If assigned off-campus, GAs will be issued keys by the site supervisor. They keys must be returned prior to conclusion of the Graduate Assistant contract.

Parking

GAs are encouraged to acquire a student parking permit. Parking permits can be ordered online: http://www.indstate.edu/parking/
### APPENDIX A

#### Points of Distinctiveness and Core Competency Matrix

<table>
<thead>
<tr>
<th>Courses</th>
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## APPENDIX B
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APPENDIX C

Union Hospital Expectations

Union Sports Medicine (UAP Clinic & Union Hospital) provides services at multiple high schools throughout the Wabash Valley. Services are provided by a certified athletic trainer as an employee of Union Hospital (UH). As part of our role at the high school, supervision is provided to both undergraduate and graduate athletic training students from Indiana State University.

Our sports medicine program has the following expectations of the ISU Graduate Assistants (GA) and undergraduate athletic training students (ATS):

- Demonstrate initiative in seeking knowledge and clinical experience.
- Assist in the care of student athletes (ATS must be supervised at all times).
- GAs must communicate effectively with all parties, including the UH athletic trainer, athletes, families, coaches, and other school personnel.
  - ATS may accompany staff and GAs but should not communicate with these parties without direct supervision.
- GAs should establish and maintain an excellent working relationship with all parties, including the UH athletic trainer, coaches, and other school personnel.
- GAs and ATS should uphold the UH Standards for Service Excellence as it pertains to attitude, appearance, telephone etiquette, privacy and confidentiality, safety, and sense of ownership.

For all aspects related to the ISU GA and ATS performing services at the high school and/or on the road with a particular team, they must understand that the UH athletic trainer always has full and final decision-making authority. As a result, the expectations are as follows:

- ATS will not make any independent medical decisions and should be supervised at all times.
- The ISU GA will inform the UH athletic trainer regarding all injuries.
- The ISU GA will not make independent medical decisions pertaining to referring an athlete to a physician or other healthcare professional. The only exception will be in the case of a medical emergency and the UH athletic trainer not being readily available.
- The ISU GA will demonstrate support and trust of the Union Sports Medicine program. At no time will the ISU GA or ATS recommend or suggest to a high school athlete that they receive healthcare services outside the Union Sports Medicine program.

We fully value our partnership with ISU and the opportunity to work collaboratively with the undergraduate and graduate athletic training students. We appreciate your support of the expectations noted above.
Standards for Service Excellence –

**Values in Action**

**Mission:** We exist to serve our patients with compassionate health care of the highest quality.

**Vision:** Our vision is to be exceptional – as your trusted partner and your best choice for health care.

**Values:** Being the Best (continuous improvement), Education and Innovation, Stewardship, Teamwork and Partnering, Compassion and Caring, Honesty, Openness, Integrity, Customers First, Exceptional Quality.

---

**Care of Customers** –
We serve people with care, compassion and sensitivity.

- I understand, acknowledge, and appreciate the diversity of those we serve.
- I am here to serve my customers by providing prompt, quality and friendly service.
- I maintain patient dignity through actions like knocking before entering, shutting doors, pulling privacy curtains and providing gowns and blankets.
- I smile to customers, both in person and on the phone.
- I end a conversation asking, “Is there anything else I can do for you?”
- I promptly respond to patient call lights, phone calls and customer needs.
- I will walk customers to where they want to go.
- I create a healing environment by being as quiet as possible.

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**Attitudes** –
We are responsible for creating a positive experience in our workplace.

- I look for opportunities for improvement.
- I’m supportive and flexible when changes occur.
- I welcome our customers warmly with a smile and treat them with dignity and respect.
- I have the attitude that I am a coworker of Union Hospital, Inc., and will take care of our property and equipment.
- I take a proactive approach to problem solving.
- I take responsibility for my attitudes and actions.
- I believe in a “can do” attitude.
- I live the values of Union Hospital, Inc.
- I take pride in this organization like I own it.
- I do not say, “it’s not my job” or “I don’t know”. If I cannot meet a request, I find someone who can.

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**Professional Appearance** –
We represent Union Hospital, Inc. and thus will show respect for customers through appearance, grooming and care of facilities.

- I follow the Union Hospital, Inc. dress code policy.
- I dress in a way to promote safety, credibility, and model a professional image.
- I keep my work area clean and neat.
- I wear my badge all the time where it can be read easily.
- I am well groomed, and clean.
- I do not display extreme styles in dress or hairstyle.

---

**Safety** –
We strive to maintain a safe, accident-free environment, for patients, visitors and staff.

- I wash my hands to protect myself and others from infection.
- I use appropriate precautions to protect myself and others.
- I report hazards, concerns, and faulty equipment.
- I am responsible for the security of my ID badge, Vocera and keys issued to me.
- I return items to their proper place.
- I take necessary actions for spills.
- I pick up trash.

---

**Commitment to Union Hospital Team** –
We rely on fellow employees and they rely on us to accomplish our mission.

- I respect the diversity and strength each person brings to the team.
- I use positive ways to promote others and encourage team morale and teamwork.
- I help new and less experienced staff to feel welcome.
- I show respect to all members of the Union Hospital, Inc. team – medical staff, managers, employees, volunteers, students and others.
- I maintain the privacy and confidentiality of coworkers.
- I do the right things whether anyone is observing or not.
- I adhere to policies regarding tardiness, breaks, and attendance.

---

**Communications** –
We listen, talk and interact with others consistent with our values.

- I follow HIPAA privacy rules and the confidentiality statement I signed.
- I communicate in a respectful and professional manner. Non-verbal communication is important.
- I actively listen and understand customer needs before responding.
- I acknowledge others through smiles and eye contact.
- I use proper manners including thank you, please and apologies.
- I communicate issues directly with people.
- I keep current in organizational information.
- I respond in a timely manner.
How We’re Making Union Hospital – Exceptional

Must Have For Exceptional Customer Service –

Culture of Appreciation
- Peer-to-Peer Recognition
- Reward and Recognition Certificates
- Thank you notes to our patients and to each other.

Key Words At Key Times
- Always ask, “Is there anything else I can do for you?”
- Respond to Thank You with, “It’s my pleasure.”
- “You have the best team providing your care.”
- “I am here for you and I have the time.”
- “I am sorry your wait was longer than expected.”
- “Thank you for choosing Union Hospital.”

Answer the Phone
- Name, Title & Department
- Ask, “How may I help you?”
- Ask permission before putting on hold.
- Acknowledge those waiting.
- Follow-up with those on hold.
- Return calls promptly.

Discharge Phone Calls
- Taking care of our patients after they are home.

Leadership Rounding
- Two way, open communication.

The Meaning Behind the Heart Symbol –

The stick figure in the middle of the heart symbol signifies the person you hold near and dear to you. Every interaction we have with our patients, families, visitors, customers and co-workers should be handled in the manner that we would want our loved one to be treated. We want each encounter to be exceptional, just as you would expect for your own family member.

AIDET – How we Communicate With Customers

A = Acknowledge: the patient. Smile and make eye contact. Call the patient by his or her name.

I = Introduce: yourself. Your name, role, and what you are going to do.

D = Duration of the task. Provide the patient with the length of time expectancy for processes, etc.

E = Explanation. Discuss what’s next; what tools you’re using; who’s coming; and what you are doing.

T = Thank the patient. Tell the patient you are appreciative of him/her for choosing Union Hospital.

Service Recovery – Care for customers when responding to their concerns.

C = Clarify by listening to the customer’s concern and expectations.

A = Apologize and acknowledge the problem.

R = Resolve the problem.

E = Explain how the problem will be fixed.

Smarter Goals – Goals from individual performance reviews help support the hospital’s strategic objectives.

S = Specific and linked to a strategic objective

M = Measurable

A = Attainable

R = Resources available

T = Timeline to complete

E = Evaluate

R = Review

PDCA — How we improve processes: Plan, Do, Check, Act

Identify Opportunities, Develop, Assess

Plan

Do

Act

Check

Implement Action Plan

Standardize, Initiate Change

Analyze Results, Adjust

Time Savers

Human Resources
(812) 238-7654
Administration
(812) 238-7603
UHC Administration
(765) 832-1203
Helpdesk
(812) 238-4911
Employee Satisfaction Team
satisfy.me@uhhg.org
APPENDIX D

FREQUENTLY ASKED QUESTIONS

1. Do I have to enroll full-time?

The program requires continuous enrollment in a cohort over 24 months. Currently, part-time options are not available. Courses are typically 1-3 credits, which will require approximately 3-5 hours of classwork per credit per week.

2. What are the research requirements? Do I have to do a dissertation?

No dissertation is required; however, several research projects will be completed, some of which may result in publication. This program is focused on the development of scholarly clinicians. We have an emphasis on clinically applicable research and outcomes, which is tied throughout the program. Students take 3, 2-credit courses in directed research that is driven by feasibility, student interest, faculty support, etc.

3. Can I do this program from anywhere?

Our program is available for students living in all states, except for Massachusetts. Students in our program are NOT required to relocate to Indiana, but if you are interested in a graduate assistantship, your current state of residence is of no consequence. We are currently not offering the program internationally, but with the expansion of Athletic Training, we are optimistic for the future.

4. What does it mean to be a distance-hybrid program?

We will deliver between 75 and 99% of course-work web-based. We will do both synchronous (virtual, real-time) and asynchronous (activities, assignments – independent and group) activities. For 3-5 days per semester (in July, November/December, and April) students will come to campus for the “residential” or face-to-face component. Attendance at the residential component is mandatory, unless extenuating circumstances occur. Absence may require coming to campus at another time to make up the work.

5. When will I have to come to campus for face-to-face instruction?

The times for each semester are variable per semester and in alignment with the University’s Academic Calendar. We make an effort to accommodate for workplace responsibilities and will therefore aim to avoid holiday breaks and high-volume work times. Before each semester, students will be informed about the face-to-face meetings.

6. What are the Clinical Experience expectations?

Students must be certified and meeting state regulations for clinical practice. Students are expected to participate in at least 20 hours per week of clinical practice. All employment must meet state and federal guidelines. Students must be practicing clinicians to be eligible for this
program. Educators are welcome to apply, but will need to identify a clinical practice outlet to be enrolled.

7. What if I am not a graduate assistant? How will I show proof of clinical experiences?

Each student MUST have an affiliation agreement and supervisor agreement on file with Indiana State University. Supervisors will serve as mentors in Athletic Training and will appraise knowledge and growth of the student.

8. What kind of resources will we use?

The program faculty will make every effort to ensure all program courses are Open Source. Most courses will use current evidence and will not use textbooks. We will primarily use Blackboard as a course platform, although other free, web-based programs may also be used. All students will need to maintain a www.youtube.com account. All students will need a mechanism to video record themselves. Although smart phones should suffice, we do recommend purchasing a high quality webcam. Here is a list of some other tools we use within the program:

- Web conferencing from Google Hangouts and Zoom
- Infographics from easel.ly, piktochart, infogr.am, and InfoActive
- Presentation platforms from Haiku Deck, emaze, and prezi
- Concept mapping and Brainstorming from Popplet and Padlet

9. What kinds of students are best served by our DAT?

We welcome all different kinds of students into our program. We do have some traditional graduate assistantship positions that are often filled by the traditional student moving from recently acquiring their baccalaureate degrees into the DAT. Others already have either a professional or post-professional masters with some clinical experience; however, this varies and has spanned from as few as 2 years to as many as 20 years. In addition, some of our students also have teaching experience; an area they hope to grow in. We are hoping that the variability in our candidate and cohort pools will enrich the program as people can learn from each other on both ends of the spectrum.