



STATE

Master in Athletic Training

PROGRAM HANDBOOK

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Prepared following the Committee on Accreditation of Athletic Training Education (CAATE) Standards and Guidelines.

Dedication

This manual is dedicated to all Indiana State University Athletic Training program alumni, preceptors, and faculty who continue to represent this program and the profession of athletic training with excellence.

Handbook Instructions

The purpose of this handbook is to inform the athletic training student (ATS) of policies and procedures for the Professional Master of Science in Athletic Training Program (MAT) at Indiana State University (ISU). It was developed through careful consideration of program standards and involved input from MAT faculty, preceptors, and ATS.

The goal of this handbook is to ensure a quality educational experience for each ATS and to ensure safe and efficient operation of all athletic training facilities. It is expected that each ATS will thoroughly read the handbook and bring any questions, concerns, or misunderstandings to the attention of the MAT Program Director. This handbook is a living document that is subject to revisions and/ or modifications. It is the responsibility of the MAT faculty, preceptors, and ATS to stay current on any updates.

The handbook covers the following Sections as specified in the Table of Contents:

Section 1- General Program Information

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SECTION 1: General Program Information

Section 1.A: Introduction

Congratulations on your admission as an Athletic Training Student (ATS) in the Indiana State University Professional Master of Science in Athletic Training (MAT) Program. This program follows the guidelines of the Board of Certification, Inc (BOC), and the Commission on Accreditation of Athletic Training Education (CAATE). You have worked hard to get to this point, and you will now begin the extensive professional phase of the program, including both academic and clinical education components. We believe our curriculum will provide you with the most advanced theory and clinically relevant experiences. Further, we encourage you to take pride in our internationally recognized Athletic Training 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 enter into the profession among these colleagues.

The following documents have been prepared for defining, instituting, and establishing an effective MAT program at ISU. The purpose of this handbook is to inform the ATS, preceptors, and the Department of Applied Medicine and Rehabilitation academic and clinical faculty of the policies and procedures governing the MAT program. This text will give direction to the ATS and the professional staff when carrying out the normal daily activities of the MAT along with making executive decisions. The materials are fashioned to maintain safe, careful, objective care for Indiana State University patients and affiliated site patients; also, to dispense for quality instruction in the MAT Program.

I, _____, have read and understand the MAT Program Handbook. I agree to abide by all policies found therein during my tenure in the MAT. If I fail to uphold this agreement, I am aware that I may be disciplined per program policy, including but not limited to probation or dismissal.

Student's Signature

Date

Please return to the Program Director of the MAT prior to starting the program.

Please Note

Students who do not submit this form to the MAT Program Director will be removed from all clinical responsibilities until the signed document is returned.

Section 1.B: Mission Statements

Indiana State University Mission Statement

We transform the lives of students through a high-quality education infused with experiential learning, community engagement and career-readiness. Our students succeed within a culture of inclusion and support that provides the skills and knowledge to impact Indiana and beyond.

College of Health and Human Services Mission Statement

We prepare students to become professionals who improve the well-being of individuals, families, and communities. Through teaching, research, service, and community outreach we serve the public and engage students with robust scholarly practices and experiential learning designed for career readiness.

Department of Applied Medicine and Rehabilitation Mission Statement

The mission of the Department of Applied Medicine and Rehabilitation is to provide excellence in inter-professional 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.

Professional Master of Athletic Training Program Mission Statement

The mission of the Master of Science in Athletic Training Program at Indiana State University is to effectively prepare evidence-based, patient-centered clinicians who are able to think critically in an ever-changing healthcare landscape.

Students of the program will be well prepared to practice at the top of their license through experiences in inter-professional collaboration, simulation, and application of disablement models in healthcare.

Our program challenges students to develop as advocates for patients and the profession of athletic training. Graduates will be prepared to be ethical, inclusive, and culturally competent clinicians, and also to be productive citizens of the world.

Section 1.C: Program Areas of Distinction

The professional Master's in Athletic Training program at Indiana State University has been designed around the following four areas of distinction:

1. Our program emphasizes the importance of providing care that is **patient-centered and culturally competent**. The individual patient's specific health needs and desired outcomes guide treatment decisions, and the care provided is respectful of patient background and preferences, social and cultural traditions, values, and socioeconomic conditions.
2. **Simulation in healthcare** is utilized to provide students with realistic learning experiences that provide knowledge and skills in a controlled environment without the fear of harming an actual patient. Students take part in simulated patient encounters that are customized to emphasize the acquisition of specific skills and to help students improve on individualized goals.
3. Students learn to utilize **disablement models** to improve patient care. **Disablement models** provide a framework for evaluating and treating the unique needs of each patient by assessing patient-centered outcomes and determining the effectiveness of healthcare interventions. In turn, students learn quality improvement strategies that can be used to provide high quality, patient-centered care.
4. **Evidence-based medicine** is emphasized, in which students are taught to integrate patient values and their clinical experience with the best available research to provide the best possible patient-centered care. Students complete a culminating research project that emphasizes improving patient care through the use of quality improvement and practice-based research.

Section 1.D: Program Goals and Learning Outcomes

- **Patient-Centered and Culturally Competent Care**
 - a. Students will demonstrate the ability to provide patient-centered and culturally competent care.
 - b. CAATE Standards: 56, 58, 59, 69, 72, 74, 75, 78, 82, 83, 84, 86

- 2. **Simulation in Healthcare**
 - a. Students will demonstrate the ability to utilize simulation to improve patient care.
 - b. CAATE Standards: 70, 71, 73, 76, 77, 81, 85

- 3. **Disablement Models**
 - a. Students will demonstrate the ability to utilize disablement models to improve patient care.
 - b. CAATE Standards: 57, 60, 63, 79

- 4. **Evidence-based medicine**
 - a. Students will demonstrate the ability to engage in evidence-based practice.
 - b. CAATE Standards: 62, 64, 80, 87

- 5. **Professionalism**
 - a. Students will demonstrate ethical behavior, honesty, reliability, accountability, patience, modesty, and self-control.
 - b. CAATE Standards: 65, 66, 67, 88, 89, 90

- 6. **Professional Advocacy**
 - a. Students will demonstrate advocacy skills for the advancement of the profession.
 - b. CAATE Standards: 61, 68, 91, 92, 93, 94

- 7. **Board of Certification Pass Rate**
 - a. 85% of students will pass the board of certification exam on their first attempt, 100% of students who attempt the exam will eventually pass the board of certification exam on a follow-up attempt.

- 8. **Professional Advancement or Placement**
 - a. 100% of graduates will obtain employment in athletic training or another healthcare/wellness profession upon graduation.

Section 1.E: Program History

Indiana State University has always been a leader in the field of athletic training. ISU was home to one of the first four undergraduate professional athletic training programs approved by the National Athletic Trainers' Association (NATA) in 1969 and one of the first two graduate post-professional athletic training programs approved by the NATA in 1972. The Doctorate in Athletic Training (DAT) program was created in 2015 and is the first and only accredited program of its kind in the United States.

Indiana State athletic training has a long history of accomplishments, including:

- Graduating 2 of the first 10 women to be certified as athletic trainers – Holly Wilson Greene (ISU Class of '69) and Gail Weldon (ISU Class of '74)
- 11th President of NATA and second-ever female NATA president– Marjorie Albohm (ISU Class of '73)
- First AT program to employ two PhD/ATCs (1978)
- 22 ISU alumni/faculty/staff inducted into the NATA Hall of Fame
- Over 1500 alumni working in all fields of athletic training and health care

The MAT Program is currently housed within the Department of Applied Medicine and Rehabilitation. The Department is part of the College of Health and Human Services which has a School of Nursing, Department of Applied Health Science, Department of Kinesiology Recreation and Sport, and a Department of Social Work. Currently, the department of Applied Medicine and Rehabilitation has the following programs in addition to Athletic Training: Massage Therapy (minor), Applied Medicine (concentration); Occupational Therapy (MOT); Physician Assistant (MPA); and Doctorate of Physical Therapy (DPT).

The History of Athletic Training at Indiana State University

1962: Indiana State University hires their first athletic trainer: Mel Blickenstaff (NATA HOF Class of 1978). At this time, ISU only offered a one-hour course in athletic training. It was a “shotgun” course that included first aid and the basic techniques of training for coaches and physical education teachers.

1963: This course was renamed Care and Prevention of Athletic Injuries and was divided into two separate courses: one for coaches/physical education teachers and one for those who planned to become athletic trainers. This was the beginning of one of the first programs to prepare athletic trainers.

1965: Ray Baggett becomes the second athletic trainer on staff at ISU.

1967: From the basic course in Care and Prevention came a detailed program which entailed a (24) semester hour specialization. Additional courses included Strength and Conditioning, Medical Aspects of Athletic Training, Athletic Therapy Modalities, Diagnostic Techniques of Athletic Training, two semesters of “Training Room Practice”,

and a third semester which included Field Experience in conjunction with Student Teaching. The third semester was coordinated with the University School of Education.

In addition to the usual athletic training room experience, each student was given 2 hours of individualized instruction per week. This included practice in taping, wrapping, making special pads, mouthpieces, etc. The Vigo County School Corporation entered into an agreement (1960s) with ISU which permitted the use of ISU athletic training students in their schools. Other schools included in the Field Experience Program were DePauw University, Rose Hulman Institute of Technology, Sullivan High School, Brazil High School, Paris High School, Marshall High School, and Clinton High School.

The first student to graduate from the program was William C. Tice III (better known as Bud), in 1967.

1969: The undergraduate professional program in athletic training becomes one of the first two programs approved by the NATA. Until 1973, the program at Indiana State University was the only program in the country open to women. The first woman to graduate from the program was Holly Wilson, in 1969. Wilson was one of the first women ever certified as an athletic trainer.

1970: A graduate program in athletic training is created at the request of Dr. Walter Marks, Head of the Physical Education Department. Most of the courses offered in this program were combinations of undergraduate courses with different textbooks and different professors. A Seminar in Current Trends in Athletic Training, Research Projects, and the opportunity to do a Thesis were added to complete the graduate program. The graduate education program became very popular around this time because most schools only offered undergraduate programs in athletic training.

1972: The graduate post-professional program in athletic training becomes one of the first two programs approved by the NATA. Holly Wilson receives her master's degree in athletic training from ISU and joins the ISU athletic training staff.

1994: The Athletic Training Department is formed within the College of Health and Human Services, and consists of the undergraduate professional program in athletic training and the graduate post-professional program in athletic training.

2010: The Athletic Training Department transitions to the Department of Applied Medicine and Rehabilitation, in order to include other professional healthcare education programs.

2015: The first and only CAATE accredited Doctorate in Athletic Training (DAT) program is created at ISU.

2016: Final class graduates from the post-professional graduate program in athletic training.

2019: Final class graduates from the undergraduate professional program in athletic training.

2020: New Master of Science in Athletic Training (MAT) program curriculum is approved by Indiana State University Board of Trustees and Indiana Commission on Higher Education.

2021: The first cohort of students for the new MAT program begin classes in June 2021.

Section 1.F: NATA Hall of Famers

The National Athletic Trainers' Association Hall of Fame exists to recognize the very best of our profession. Induction into the Hall of Fame honors athletic trainers who exemplify the mission of NATA through significant, lasting contributions that enhance the quality of health care provided by athletic trainers and advance the profession. These men and women have shaped the profession through their noteworthy accomplishments and dedication to service, leadership and professionalism. Of the over 300 Hall of Fame inductees to date, 20 athletic trainers are connected to Indiana State University:

- Z. Mel Blickenstaff (HOF Class of 1978)
- Robert "Bob" Behnke (HOF Class of 1990)
- Michael E. Nesbitt '69 (HOF Class of 1994)
- Gail Weldon '74 (HOF Class of 1995)
- Marjorie J. Albohm '74 (HOF Class of 1999)
- Phillip H. Hossler '74 (HOF Class of 1999)
- James Gallaspy '73 (HOF Class of 2000)
- Kenneth L. Knight (HOF Class of 2001)
- Peggy Houglum '75 (HOF Class of 2002)
- Peter Koehneke '74 (HOF Class of 2002)
- David Perrin '77 (HOF Class of 2003)
- Ronald Carroll '76 (HOF Class of 2003)
- Kathleen Cerra Laquale '77 (HOF Class of 2005)
- Frank Walters '77 (HOF Class of 2010)
- Jeff Cooper '78 (HOF Class of 2012)
- Walter "Kip" Smith '73 (HOF Class of 2012)
- Catherine "Katie" Grove '74 (HOF Class of 2014)
- Malissa Martin '82 (HOF Class of 2015)
- Robert S. Gray '77 (HOF Class of 2016)
- Christopher Ingersoll '88 (HOF Class of 2019)

Section 1.G: NATA Fellows

NATA Fellow status recognizes members of the association who have demonstrated outstanding professional scholarly achievement in combination with service to the profession. Only the most accomplished scholars in the athletic training profession earn this honor and distinction and can use the prestigious designation of "FNATA". Of the 62 individuals who have received this honor, 8 have connections back to Indiana State University:

- Kenneth L. Knight, PhD, ATC, FACSM, FNATA
- Christopher Ingersoll, PhD, ATC, VAT, FNATA
- Mitch Cordova, PhD, ATC, FACSM, FNATA
- J. Ty Hopkins, PhD, ATC, FNATA
- David Perrin, PhD, ATC, FNATA
- Rod A. Harter, PhD, ATC, FNATA
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Section 1.I: Personnel Roles and Responsibilities

Program Director:

Basic Function: The Program Director is responsible for the day-to-day operation, coordination, supervision, and evaluation of all aspects of the MAT.

- Provide updated information to the students, staff, and program faculty on the MAT through regular communication, program meetings, departmental sub-committee meetings, etc.
- Serve as the liaison with the Department Chair and Department sub-committees on the MAT and its students.
- Serve as the liaison with the CAATE, NATA, and/or the BOC, and complete any and all forms or correspondence from the program.
- Document compliance of CAATE standards on an annual basis, including the completion of re-certification reports, self-studies, and coordination of site visits.
- Determine necessary curriculum, including the assignment of appropriate courses to instruct and evaluate cognitive & psychomotor competencies and clinical proficiencies.
- Identify and implement any necessary curriculum changes.
- Serve as the final authority in determining any actions surrounding students in the MAT program.
- Assist in the training and education of MAT preceptors.
- Work in collaboration with the Clinical Education Coordinator to determine appropriate affiliated sites and authorize preceptors at those sites.
- Supervise administrative staff in maintaining ATS educational files.

Clinical Education Coordinator:

Basic Function: To provide the coordination, supervision, and evaluation of the clinical educational program in consultation with the MAT Program Director.

- Serve as the Preceptor Educator in the training and education of preceptors.
- Determine appropriate affiliated sites and authorize preceptors at those sites.
- Assign students to clinical rotations and provide the preceptor with the names and phone numbers of students assigned to that site.
- Delegate site evaluation responsibilities amongst faculty annually.
- Provide access to all appropriate evaluation forms for student performance in the clinical education setting.
- Acquire and evaluate data for ATS performance, and maintain the appropriate records.
- Assess preceptors and provide feedback to improve clinical education.
- Serve as a moderator when problems arise in the clinical setting.
- Advise students as necessary.

Preceptor:

Basic Function: To serve as an instructor, mentor, and role model for ATS as they matriculate through their clinical education and clinical skill development.

- Complete Preceptor Training, including providing all the appropriate documentation for service (BOC #, Licensure #, Proof of CPR/Professional Rescuer Credential, Form A Vita, and proof of annual modality calibration)
- Know and understand how to evaluate all clinical proficiencies required for CAATE accredited athletic training programs.
- Complete student evaluation forms as supplied by the MAT.
- Meet with the ATS at the beginning of the rotation to:
 - Identify the location and review how to execute any relevant Emergency Action Plans.
 - Identify the location and review the contents of the Policy and Procedure Manual.
 - Schedule regular Clinical Education Hours to ensure direct supervision.
 - Communicate the Clinical Proficiencies to be evaluated.
 - Prepare goals and discuss expectations
- Ensure ATS dress professionally and complete their duties in a professional manner.
- Confirm the completion of ATS hours as requested by the Clinical Education Coordinator.
- Communicate regularly with the Clinical Education Coordinator during the ATS' clinical rotation to discuss student progress, including any problems experienced with student.
- Whenever possible, serve as a resource to the MAT academic program for didactic class presentations, assist in the administration of practical examinations, and encourage students to participate in professional activities.
- Demonstrate understanding of, and compliance, with the policies and procedures of the MAT.

Medical Director:

Basic Function: Serves as a resource and medical content expert for the program.

Section 1.J: Non-Discrimination and Anti-Harassment Policy

The MAT Program supports University Policy 923 on discrimination and harassment: “Indiana State University prohibits discrimination on the basis of: age, disability, genetic information, national origin, pregnancy, race/color, religion, sex, gender identity or expression, sexual orientation, veteran status, or any other class protected by federal and state statutes. Discrimination based upon any protected class is strictly prohibited in ISU programs and activities or that interferes with the educational or workplace environment. ISU recognizes that discrimination and harassment may take many forms, and it is our collective commitment to respond promptly and vigorously to discriminatory or harassing behavior.”

Section 1.K: Disability Services & Technical Standards for Admission

The MAT Program works collaboratively with the Accessibility Resources Office to make accommodations for students with physical, neurological, and psychological needs. The Accessibility Resources Office is located on the first floor of Normal Hall. As part of the program admission requirements, students must meet the Technical Standards for Admission as indicated below:

TECHNICAL STANDARDS FOR ADMISSION

The Professional Master of Athletic Training Program at Indiana State University is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Professional Master of 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: the Committee on Accreditation of Athletic Training Education (CAATE). All students upon admission to the Professional Master of Athletic Training Program must meet the following abilities and expectations. 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 BOC certification exam.

Candidates for selection to the Professional Master of Athletic Training Program must demonstrate:

1. 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.
2. Sufficient postural and neuromuscular control, sensory function, and coordination to perform CPR, primary and secondary surveys, emergency transport and transfers, appropriate physical examinations, and manual therapeutic exercise procedures, including the safe and efficient use of equipment and materials during the assessment and treatment of patients.
3. 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.
4. The ability to write effectively as it relates to the discipline.

Candidates for selection to the Professional Master of 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 Accessibility Resources Office will evaluate a student who states they 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 they can meet the technical standards with accommodation, 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 or the institution, including all coursework, clinical experiences, and internships deemed essential to graduation.

It is the student's responsibility to inform faculty about disabilities and needs for accommodation at the time of application and/or enrollment in a course. Students who develop disabilities requiring accommodation once admitted to the MAT must inform the MAT Program Director and pertinent faculty within one week of learning of the disability.

SECTION 2: PROGRAM APPLICATION AND ADMISSIONS REQUIREMENTS

Section 2.A: Application and Admission to the College of Graduate and Professional Studies

Students applying to the MAT must apply to Indiana State University and the College of Graduate and Professional Studies. Regular admission status to a master's program, upon the recommendation of an academic unit, may be granted to an applicant who meets the minimum admission requirements of that academic unit as approved by the College of Graduate and Professional Studies and Indiana State University. Minimum requirements for admission are found in the ISU Graduate Catalog.

Section 2.B: Application and Admission to the Professional Master of Athletic Training Program

The MAT uses a primary admissions process, where acceptance into the University and College of Graduate and Professional Studies is contingent on admission into the program of study. Enrollment in the MAT is restricted due to accreditation and clinical education requirements; admission into the MAT is highly competitive.

Pre-requisites for admission can be found at:

<https://www.indstate.edu/health/program/ms-at>

In addition to your application to the College of Graduate and Professional Studies, applicants will need to submit the following materials with their application specifically for the Professional Athletic Training Program:

- Transcripts for all undergraduate coursework at the time of your application (unofficial or official)
- Resume or curriculum vitae
- Formal letter of application
- Documentation of observation hours
- Contact information (name, phone number, and email address) for 3 references

Admissions requirements include:

- Completed bachelor's degree
- "C" or better in all required prerequisite coursework
- Minimum 3.0 overall undergraduate GPA, as reflected on transcript

If prospective students have any prerequisite courses "in-progress" at the time of their application, or if they have not yet graduated from their undergraduate program, they will have to submit final undergraduate transcripts for final approval by the program director prior to starting the program.

Applications will be considered as they are received, with rolling admissions decisions. A faculty review committee will review applications, and invite qualified applicants to participate in a formal interview. Applicants will be notified by Apr. 1 of admission decisions for the MAT. Applicants will have until Apr. 15 of each calendar year to make a decision regarding their acceptance for admission into the MAT for that summer. After Apr. 15, the MAT will continue to use a rolling admission process in the event that the cohort is not filled.

SECTION 3: Academic Program Policies and Procedures

All instructional personnel in and associated with the program are charged with upholding the ideals and values consistent with the National Athletic Trainers Association, Inc. (NATA) Code of Ethics, the Indiana Board of Athletic Trainers' Practice Act, the Commission on Accreditation of Athletic Training Education (CAATE), and the Board of Certification, Inc. (BOC).

The Professional Master of Science in Athletic Training Program at ISU offers a unique and varied educational environment to all of its students with a 'hands on' approach to learning. Functional application skills are presented along with foundational didactic components to provide a rich learning environment. Students in the ISU MAT develop progressive critical thinking skills, that when integrated with their clinical experiences, provide preparation in all domains of Athletic Training. It is through this experiential learning approach that students can pursue their ambitions in the healthcare market by choosing the specific aspect of athletic training that fits their individual goals and aspirations.

Section 3.A: Academic Expectations

Students are expected to conduct themselves in accordance with the Code of Student Conduct (<https://www.indstate.edu/code-of-student-conduct>) while enrolled at Indiana State University. In the MAT curriculum, students complete clinical education experiences in addition to their traditional coursework. Classroom work meets the cognitive and psychomotor competency instruction and evaluation in the following content areas: evidence-based practice, prevention and health promotion, clinical examination and diagnosis, acute care of injury and illness, therapeutic interventions, psychosocial strategies and referral, healthcare administration, and professional development and responsibility. The clinical education courses integrate cognitive and psychomotor competencies and aim to develop clinical proficiency and professional competence.

Please refer to the University catalog for the list of courses in the MAT.

Please Note

Completion of coursework and clinical experiences of the Indiana State University MAT Program will qualify students to sit for the BOC Athletic Training Certification Exam. The BOC requires that students receive electronic (written) endorsement from the MAT Program Director prior to registering for the BOC Exam. Completion of degree requirements and graduation from Indiana State University does not mean automatic endorsement to register/sit for the BOC Exam. AT Program Faculty reserve the right to delay or decline endorsement for the BOC Exam based on performance in either academic coursework and/or clinical experiences.

Section 3.B: Attendance Policy

Students are expected to attend each class session unless they have a valid reason for being absent. Students may be required at any time to account for undue irregularity in attendance. Students absent from classes more than two (2) days for illness should be under the care of a doctor. Students who expect to be absent from class for more than five (5) days should notify the Program Director immediately (phone, email, text message). Students missing class for illness should **not** be attending clinical education experiences.

Section 3.C: Minimum Passing Grade

Students must maintain a 3.0 GPA average to maintain good standing in the College of Graduate and Professional Studies. Students whose GPA falls below a 3.0 will be placed on academic probation and receive up to two (2) semesters of probation to improve their GPA. Two consecutive semesters below a 3.0 (semester or cumulative) may result in remediation of coursework, delayed graduation, or dismissal from the program. Students must achieve a score of 70.0% or higher for successful course completion. Any course grade lower than 70.0% will be repeated during the next course offering.

Section 3.D: Academic Probation

Academic probation is a conditional status designated by the MAT when a student violates one of the conditions or policies within the Academic Program Policies and Procedures section. Any student placed on Academic Probation will be advised of this status in writing from the Program Director. A copy of this letter will be placed in the student's permanent academic file.

At the end of each academic semester, the performance of students on Academic Probation will be reviewed to determine a continuation of Academic Probation status, removal of Academic Probation status, or possible dismissal from the MAT.

Section 3.E: Remediation/Deceleration in Program Completion

Remediation/deceleration in the program may be necessary for students whose GPA remains below a 3.0 after two [2] semesters of academic probation or who do not successfully complete a course or specific course assignment with an educational competency attached. Deceleration is to:

1. Assess the student's knowledge in the area evaluated by the exam, which was below the minimum standards.
2. Assist the students in mastering a content area (or specific content within a class) in which they have exhibited deficiencies (e.g., not successfully passing an examination).

Section 3.F: Procedures for Remediation/Deceleration

Students must demonstrate competency in specified areas of coursework for successful completion of didactic and clinical education courses and to become eligible to sit for the Board of Certification® examination. Faculty provide multiple means to assess student's competency throughout each course. Students must demonstrate competency of all educational competencies and/or clinical integration proficiencies assigned within each didactic and clinical education course. If a student fails to demonstrate competence, faculty will contact the Program Director that a student has not demonstrated competency, and the student will be placed on academic probation. The student will then repeat the course during the next offering but may be permitted to progress to subsequent courses within the program of study.

Section 3.G: Retention and Disciplinary Actions

Retention in the Professional Master of Science in Athletic Training Program is contingent upon students successfully obtaining the essential knowledge, clinical skills, critical thinking, and clinical decision-making skills necessary for practice as an Athletic Trainer. Any student in violation of the University, Department, and/or MAT policies may be subject to disciplinary action, academic probation, or possible dismissal from the MAT. All athletic training faculty, instructors, or preceptors may submit a letter requesting a student be placed on disciplinary action or dismissal to the MAT Program Director. The Program Director and Clinical Education Coordinator, in collaboration with MAT program faculty, are responsible for rendering decisions regarding violations of the academic standards of the MAT.

In addition to Academic Standards, the following are grounds for recommendation for students facing disciplinary actions, academic probation, or dismissal from the MAT.

A. Didactic Education

1. Failing to fulfill agreed upon responsibilities placed upon him/her by a faculty member or instructor.
2. Violating ISU's Academic Integrity Policy.
3. Failing to complete pre-requisites (also required prior to engaging in clinical experiences):
 - a. Sexual Harassment Prevention Training (annual)
 - b. Criminal Background Check (one-time)
 - c. Blood Borne Pathogen Training (annual)
 - d. Health Information Portability & Accountability Act Training (annual)
 - e. Annual/Bi-annual CPR/AED for Healthcare Provider updates

B. Clinical Education

1. Legal:
 - a. Failing to complete a criminal background check.

- b. Being found guilty of a felony or misdemeanor.
 - i. Any conviction must immediately be reported to the Program Director. The Department faculty will review the situation and determine the appropriate action to take regarding the student's standing within the program. (Refer to Criminal Background Check Policy – Section 6.C – for decision making criteria.)
2. Ethical:
- a. Violating patient confidentiality.
 - b. Violating the NATA Code of Ethics and/or ISU's Student Code of Conduct.
 - c. Failing to uphold the Standardized Patient Student Examiner Confidentiality Statement.
3. Clinical
- a. Failing to fulfill agreed upon responsibilities placed upon him/her by a preceptor.
 - b. Behaving in a manner deemed unprofessional or unacceptable by a preceptor.
 - c. Failing to wear proper attire.
 - d. Failing to follow established procedures.
 - e. Violating established hours. This may include, but is not limited to:
 - i. Failing to meet minimum hour requirements for clinical education.
 - ii. repeated tardiness.
 - iii. repeated absences.
 - f. Being dismissed from a clinical experience site for inappropriate conduct or failure to fulfill required responsibilities.
 - g. Failing to complete the required clinical integration proficiencies for each respective Clinical Athletic Training course within the academic term with a satisfactory rating.
 - h. Failing to achieve satisfactory ratings on clinical evaluations from clinical preceptor.
 - i. Failing to achieve a 75% on the End of Semester Practical Exam (for any given semester) on the second attempt. Students not achieving a 75% on the second attempt may not be permitted to continue to the next semester's coursework or clinical experiences.

To maintain compliance with the Family Educational Right to Privacy Act (FERPA), the MAT Program Director and Clinical Education Coordinator, in collaboration with MAT program faculty, are responsible to rendering decisions regarding policy violations from sections A (didactic education) and B (clinical education) above.

The following system is in place for disciplining Athletic Training Students who violate expectations and responsibilities outlined in the handbook. Reprimands may arise from either clinical experiences and/or academic situations.

First Offense:

Results in a **written reprimand** signed by both the student and the Program Director, which will be placed into the student's permanent file. In a meeting with the Program Director, you will be given suggestions to help correct the problem and a specified time period for that correction to occur. Disciplinary action may result, at the discretion of the Program Director, but may not exceed one-week of suspension from clinical experiences (and a loss of grade due to assignments/hours missed during suspension).

Second Offense:

Results in a **second written reprimand** signed by the student and Program Director. In a meeting with the Program Director, you will be given suggestions to help correct the problem and a specified time period for that correction to occur. Disciplinary action will result, at the discretion of the Program Director, but may not exceed a two-week suspension from the clinical experiences (and a loss of grade due to assignments/hours missed during suspension).

Third Offense:

Results in probation or dismissal from the MAT. In the event that you are dismissed from the MAT, the reason for your dismissal will be put in writing and this information will be placed into your permanent file. The Program Director and the student will sign this notice.

Probation means that during the probationary term, the student will not be allowed to enroll in their next semester's scheduled classes. The student will not receive authorization to sit for the BOC Certification Examination or the authorization to sit for the BOC Certification Examination will be removed. It should be noted that this may affect the student's projected date of graduation as students are expected to graduate in good standing. During the probationary period, the student and Program Director will establish a remediation plan that includes routine check-ins with MAT administrators and faculty.

Dismissal means that the student will be removed from classes and clinical experiences for subsequent semesters. Students who are dismissed will be eligible to reapply to the program at the next possible application deadline, as long as the criteria for dismissal have been addressed.

Reinstatement: To reestablish clinical experiences from a period of probation or to dispute an offense, you must submit a written letter to the Program Director, and may request to appear in front of the MAT Program Director, Clinical Education Coordination, and MAT faculty. Students wishing to be reinstated from a period of dismissal or voluntary withdrawal will need to re-apply to the MAT, which will be reviewed by the Admission Review Committee and the Department Chair.

Section 3.H: Student Grievance and Appeal Policy

All grievances or complaints should be formally filed following the Indiana State University Grievance Policy: <https://www.indstate.edu/student-complaint>

Students may choose to appeal a dismissal decision based upon extenuating circumstances. The extenuating circumstances might include things such as: medical conditions, family emergencies, and/or other crisis situations. If a student wishes to appeal an admission or withdrawal decision from the MAT, they should send a letter requesting an appeal to the Program Director within 10 days of the postmark (including date of electronic communications) of the official notification of the dismissal.

The appeal package must include a letter of explanation from the student and any supporting documentation pertinent to the extenuating circumstance. Supporting documentation might include medical records, health care provider notes, obituary notices, or other relevant documentation. Appeals will be handled on a case-by-case basis and are voted on by a committee consisting of the MAT Program Director, Clinical Education Coordinator, and MAT Core Faculty.

Section 3.I: Graduation Requirements and Deadlines

An overall GPA of 3.0 is required and a minimum grade of C is required in all courses:

ATTR 528, ATTR 529, ATTR 530, ATTR 531, ATTR 532, ATTR 541, ATTR 633, ATTR 634, ATTR 635, ATTR 636, ATTR 637, ATTR 638, ATTR 639, ATTR 642, ATTR 644, ATTR 645, ATTR 646, ATTR 647, ATTR 648, ATTR 649, ATTR 650

Important Graduation information can be found on the Office of Registration and Records website: <https://www.indstate.edu/registrar>

Deadlines for Graduation Applications change annually but can also be found on the Office of Registration and Records website: <https://www.indstate.edu/registrar/student-resources/graduation-information>

Procedures for applying for Graduation can be found in the ISU Catalog.

Graduation requirements are dependent on catalog year. Students should consult with the ISU Catalog or the Office of Registration and Records to verify graduation requirements.

Section 3.J: Academic Advising

Students are assigned to an MAT faculty member for assistance and advisement throughout their academic careers. Students who feel that a different advisor will improve their academic experience may request a change at any time. Requests to change advisors should be directed to the Department Administrative Assistant.

Faculty Advisor responsibilities are:

- To be available by appointment and during office hours.
- To provide professional guidance.
- To consult with students who have academic problems.
- To refer students to available University resources or counseling if needed (Student Support Services, Student Counseling Center, etc.).
- To meet with advisees at each registration period to approve courses selected by each student.
- To meet with advisees at prescribed periods to discuss academic and professional issues.
- To advise students regarding petition processes.
- To advise and assist students interested in ancillary professional experiences (internships, etc.).

Students are expected to consult with their advisors prior to dropping or adding courses while a semester is underway as this may result in additional time necessary to graduate.

Section 3.K: Request for Time Off/Leave of Absence/Resignation Policy

Requests for prolonged leaves of absence from either academic responsibilities or clinical education experiences (e.g., semester or academic year) should be submitted to the Program Director in writing. Students should be aware that a request for time off will increase the time to degree completion and graduation. Students in the military should follow the University's Military Activation Policy: <https://www.indstate.edu/academic-affairs/miscellaneous/military-activation-policy>

Accommodations will be made to coordinate your return to clinical education and academic expectations upon return.

Students will sometimes find this field is not the right choice for them. If you do not find this program interesting and meaningful at this point in your educational pursuits, you certainly should re-evaluate your desire to continue. If you should decide not to continue your experience in MAT, you must submit a letter of resignation to Program Director. This signed letter will be placed in your permanent file. Students who resign and later want to return to the MAT will re-apply through normal application processes. Re-admission is not guaranteed but would be contingent on completion of a knowledge and clinical skills assessment. Remediation may be required for re-admission (including repeating previous courses).

Section 3.L: Program Enrollment Expenses

Students should be aware of costs related to enrollment in the MAT. Students should expect the following expenses:

- a) Tuition: Graduate tuition rates can be found at: <https://www.indstate.edu/costs-aid>. Based on 2021-2022 tuition rates, students should expect the following total tuition cost for the 54-credit program:
 - a. In-State: \$23,328
 - b. Interstate/Midwest: \$30,348
 - c. Out of state/International: \$45,846
- b) Program Fees: Each semester within the program, students will be charged a program fee of \$500, which offsets costs for expendable supplies, rehabilitation equipment, permanent course supplies, BOC practice exams, ISU clothing and gear, NATA membership, etc.
- c) Transportation costs: Students are responsible for providing all transportation and associated expenses to clinical sites. The cost varies, with some sites being several hours off campus. No ATS will be assigned to more than one clinical rotation farther than 30 miles from campus without their written consent.
- d) Health Exam/Review of Immunizations: ISU's Student Health Center does not provide annual physicals. Therefore, students may need to acquire a health examination through their family physician or other sources in Terre Haute, IN.

Additionally, it is advised that all students select to purchase professional liability insurance:

a) Liability Insurance

1. This is currently provided by the University for students of the MAT when enrolled in university courses. When students wish to volunteer outside the confines of the academic calendar (during Winter Break, preseason, etc.), students are expected to purchase their own Professional Liability insurance.
2. Personal liability insurance is required for all athletic training students participating in ANY volunteer clinical experiences outside of the requirements of the MAT. Proof of liability insurance should be provided to the Program Director annually. Typical coverage is for minimum \$1,000,000/ \$3,000,000 liability coverage, and costs approximately \$35 per year. The following are recommended companies, HPSO (<https://www.hpso.com>) and Marsh Affinity Group (<http://www.maginnis-ins.com>).

SECTION 4: Clinical Education Policies and Procedures

Section 4.A: Guiding Principles and Expectations

Clinical education is the application of knowledge and skills, learned in classroom and laboratory settings, to actual practice on patients under the supervision of a preceptor. Clinical education can be individual or group teaching and is dictated by the educational relationship or interaction between the instructor and the student. The supervisor guides the student through the educational hands-on experience in order to optimize learning and increase the student's confidence over time.

Supervision of the athletic training student during clinical experience must be constant and consistent. The preceptor must be physically present and have the ability to intervene on behalf of the athletic training student and the patient.

Students are expected to adhere to this Policy and Procedure Handbook, the Athletic Training Student Code of Conduct (Section 5.G), the NATA Foundational Behaviors of Professional Practice (Section 5.A) and the NATA Code of Ethics (Section 5.F).

Failure to do so may result in disciplinary actions and/or probation/dismissal within the MAT.

Section 4.B: Clinical Experience Expectations

The MAT utilizes a model of progressive clinical immersion to allow students to ability to integrate and synthesize essential Athletic Training skills in patient care.

Students are expected to complete a range (minimum and maximum) of hours per week during clinical experiences under the direct supervision of an assigned preceptor. Students should expect to participate more hours of clinical education as they progress through the program. Expectations for clinical education include:

Course	Average Hours/Week	Minimum Requirements
ATTR 541	5-15 hrs/week	80 hours/semester
ATTR 642	15-25 hrs/week	240 hours/semester
ATTR 644	35-45 hrs/week	280 hours/semester
ATTR 645	15-45 hrs/week	280 hours/semester
ATTR 646	15-45 hrs/week	280 hours/semester

All Clinical Experience courses (ATTR 541, ATTR 642, ATTR 644, ATTR 645, ATTR 646) include a Pass/Fail for completing clinical experience hours (as noted above). Failure to meet minimum clinical education hour requirements will result in a student being placed on Academic Probation and repeating the clinical experience during the course's next offering.

This allows for flexibility in hours accumulated during one week when a preceptor is unavailable (e.g., due to team travel). Clinical experiences will take place during typically weekday afternoons and evenings, but may include weekends as required by the preceptors. All hours must adhere to the policies of the MAT program, (i.e. direct supervision by a preceptor is still required). All ATs must be afforded the opportunity for at least 1 day of relief per calendar week (every 7 days). These days should be pre-arranged with the respective preceptor. Students must arrange and communicate with their preceptor for their day off at least 24 hours prior.

Prior to the start of the clinical experience, the ATs must meet with their assigned preceptor for an orientation of their new clinical site's policies and procedures. This orientation must include (but is not limited to) the following:

- Critical incident response procedures (for example, emergency action plans)
- Blood-borne pathogen exposure plan
- Radiation exposure plan
- Communicable and infectious disease policies
- Documentation policies and procedures
- Patient privacy and confidentiality protections
- Plan for clients/patients to be able to differentiate practitioners from students
- The orientation for other clinical education opportunities that involve client/patients may vary based on the nature of the experience.

Section 4.C: Attendance at Clinical Experiences

ATs should work with their preceptor to create a schedule for their clinical experience at the start of each semester and to pre-arrange their weekly off day. The development of this schedule with the preceptor should include expectations for student hours and attendance at events (i.e., rehabilitation sessions, practices, games). Generally, ATs are expected to be at every scheduled event (i.e., rehabilitation sessions, practices, pre-game walk-throughs, games) for their assigned clinical experience, except on their days off. An AT who must miss an event (e.g., practice or game) must coordinate this time off with their supervising preceptor prior to the absence.

If multiple students are assigned to a clinical site, all students assigned to that site cannot take the same day off. Coordinate all errands and personal "to-do" items on these days off. All ATs should try to keep the same day off each week throughout the semester.

Travel schedules will be made each semester. Students are allowed to travel with a team and are encouraged to do so. Travel schedules will be coordinated with class schedules and other team schedules. Second year students will have first priority for signing up to travel.

If you are considered chronically absent or tardy (more than three times per rotation) due to illness, documentation from a MD/ DO/ NP/PA-C will be required before returning to your clinical experience. You may be required to make up the time lost from a clinical experience.

If you are considered chronically tardy or absent (more than three times per rotation) for other reasons your preceptor has the right to refuse access to the clinical experience for the day and require the time be made up during the clinical experience. Excessive or chronic absenteeism or tardiness will result in the lowering of overall grade in the respective Clinical Experience Course by one-half of a letter grade.

Section 4.D: Clinical Supervision Policy

Students must be directly supervised during clinical education experiences. Direct supervision requires that the Preceptor must be physically present and have the ability to intervene on behalf of the ATS and the patient. At no time should the ATS assume the role of the Certified Athletic Trainer. An ATS is not a licensed allied health care professional and therefore cannot perform duties of a Certified Athletic Trainer (i.e., make return to play decisions, use modalities, etc.) in the State of Indiana. First Responders are certified in First Aid and CPR/AED and are allowed to perform only those duties within their specific training (i.e., wound care management, RICE, taping/wrapping, etc.). First Responders cannot make return to play decisions or apply therapeutic modalities (including rehabilitation program modification or progression). CAATE discourages the use of “First Responders”, and the MAT supports this recommendation. Students are NOT to serve as First Responders at any time.

Section 4.E: Clinical Assignments

ATS will be assigned to clinical experiences based upon a variety of factors, which include but are not limited to the following:

- a. Previous experience and clinical rotations.
- b. Clinical experiences needed necessary for program completion.
- c. Indicated professional practice preferences.

The assignment of students to clinical experiences follows University Policy 923 on discrimination and harassment (found in section 1.J). Discrimination based upon any protected class is strictly prohibited at ISU and within the ISU MAT program for all educational opportunities and clinical placements.

ATS will be notified about their clinical placements at least 2 weeks prior to the start of the semester.

Section 4.F: Clinical Hour Reporting Policy

All ATS are required to keep track of their clinical hours for course requirements, as well as for eventual licensure in certain states. Hours should be reported weekly via the Qualtrics link provided in the corresponding Clinical Experience course (ATTR 541, 642, 644, 645, or 646). Travel time to and from the clinical assignment experience should not be reported as time engaged in the clinical experience. This includes hours spent during travel with the Preceptor (hours to and from the site or hours spent in a hotel should not be reported). Students should refer to each Clinical Experience Course Syllabi for the minimum and maximum number of clinical hours required for that course. Students are deducted a percentage of the grade in that course if they do not meet the minimum number of clinical hours required for that course. Students **MUST** have one day off in every 7-day cycle.

Section 4.G: Driving Expectations

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

The ATS must adhere to the following guidelines for permission to transport an athlete:

1. Must have successfully completed the University's Defensive Driving course and Field Driving Test.
2. Must have a valid driver's license.
3. Must possess professional liability insurance.
4. Must always use a university vehicle
5. Must be on an approval list provided by the Program Director at the beginning of each semester.
6. Students must participate in an educational component (assignment) including approval by the Clinical Experience Course Instructor and course instructor if the scheduled appointment conflicts with class.

Section 4.H: Travel During Clinical Experiences

As part of the MAT experience, the ATS may have the opportunity to travel with various athletic teams throughout their clinical education. **Travel is only permitted when accompanied by a preceptor.**

Some areas to review with your Preceptor prior to travel may include:

- Emergency Care Policy
- Expected Conduct
- Record Keeping Policies
- Kit (supplies)

- Emergency telephone numbers of host team
- Emergency contact and insurance information of all athletes

Remember you are representing not only yourself, but also Indiana State University, and the MAT Program, so conduct yourself accordingly. Athletic training students must follow the respective team rules and guidelines when traveling with athletic teams. Failure to comply will result in reassignment to a different clinical experience and possibly probation/dismissal from the MAT.

Section 4.I: Record Keeping and Healthcare Informatics

Record keeping is a very important role of athletic trainers. It is your responsibility to learn the record keeping system at your assigned affiliated clinical site and maintain accurate records of the patients you have interacted with. The following is a list of the types of records commonly use in Athletic Training and other healthcare facilities:

- Daily Treatment Record
- Injury Report
- Rehabilitation Report
- Injury Claim Form - insurance claim form
- Equipment Checkout
- Inventory
- Pharmacology Records

Section 4.J: Dispensing Medications

Federal guidelines dictate specific roles for athletic trainers in the administration and dispensation of medication. Athletic Trainers are only legally allowed to administer over-the-counter medications. Administration of medication is defined as handing athletes single doses (e.g. ibuprofen, acetaminophen) in packets that have the lot number, directions, dosage (mg), and warning visible on the front. Any other medications needed must be prescribed and dispensed by a physician. Please review your affiliated clinical practicum site policies on administration and storage of medication.

Section 4.K: Application of Therapeutic Interventions

Students must possess the necessary training and evaluation for the application of therapeutic modalities and rehabilitation techniques prior to applying these skills to patients. Therefore, students are not to administer therapeutic interventions (i.e., therapeutic modality or rehabilitation techniques) until they have been formally instructed and evaluated in the classroom. All therapeutic modalities and electrical equipment undergo an annual electrical safety inspection and calibration. When using such equipment, students should ensure this has been completed prior to use. Calibration information is maintained by the Program Director.

Section 4.L: Infectious Disease Policy

During the course of the academic year, if an ATS develops an active communicable disease, they are required to adhere to the following policies to protect athletes/patients and other ATS and staff from contracting a communicable disease. Students 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 ISU COVID-19 policies can be accessed at <https://www.indstate.edu/covid>. All faculty, staff, students, preceptors are expected to follow the University policies. 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. In addition, precautions must be followed during clinical experience course assignments. Athletic training students must wash their hands before and after contact with a patient regardless of any infectious disease state.

Section 4.M: Bloodborne Pathogen Exposure Control Plan and Annual Training Requirement

Students are required to complete Bloodborne Pathogen Training annually. Training occurs online and must be completed prior to the start of each summer semester. Failure to do so will negatively impact participation in the Clinical Experience course grade and participation.

The University has developed a program to protect faculty, staff and students who have occupational exposure to blood and other potentially infectious materials. This program, the ISU Bloodborne Pathogens Exposure Control Plan, complies with the requirements of the OSHA Bloodborne Pathogens Standard, 29CFR 1910.1030, the Indiana Administrative Code 410 IAC 1-4, and identifies procedures to eliminate or reduce the risk of contracting a bloodborne disease in the workplace. A copy of the Bloodborne Pathogens Exposure Control Plan is available in the Environmental Safety Office (Room 1221 in College of Business Building). The Bloodborne Pathogens Exposure Control Plan applies to all employees of Indiana State University, including part-time and temporary staff, who may as a part of their employment come into contact with blood, infected lab animals, or other potentially infectious material.

Health care and laboratory employees whose work may involve the risk of exposure to blood or other potentially infectious materials may include, but are not limited to, the following: physicians, nurses, nurses aides, physician assistants, phlebotomists, medical technologists, therapists, research laboratory personnel, research scientists, and animal laboratory personnel. Others whose positions may include some occupational exposure tasks include employees in law enforcement, custodial/housekeeping services, laundry services, maintenance, childcare, equipment technicians, transportation service workers, or couriers involved in delivery and transport of potentially infectious materials.

Universal precautions refer to approaches to infection control in which all human blood and certain human body fluids are treated as if known to be infectious for HIV, HBV, HCV, or other bloodborne pathogens. Using this assumption when dealing with infectious materials eliminates the need for decision making to determine the extent of actual or potential disease hazards. The approach establishes minimum standards for contamination control that will effectively control bloodborne pathogens if present. Universal precautions shall be observed to prevent contact with blood or other potentially infectious materials. In situations where differentiation between body fluid types is difficult or impossible (i.e., uncontrolled or emergency situations), all body fluids shall be considered potentially infectious.

Section 4.N: Universal Precautions

Universal Precautions should be followed by all personnel at all times on all patients. The use of Universal Precautions is based on an individual's skills and interaction with the patient's body substance, non-intact skin, and mucous membrane. This applies to all personnel at all times regardless of the patient's diagnosis.

1. All patients must be regarded as potentially infected with blood-borne pathogens.
2. Strict hand washing must be practiced before and after each patient contact. Hands must be washed immediately if they are contaminated with blood or body fluids.
3. Gloves should be worn:
 - a. if soiling with blood or body fluids is anticipated.
 - b. for placement of intravenous lines.
 - c. gloves should not be reused.
4. Articles contaminated with blood or body fluids should be discarded:
 - a. if disposable, in red bags labeled "infectious waste."
 - b. non-disposable items should be cleaned with a hospital approved disinfectant and sent to Central Services for sterilization.
5. Care should be taken to avoid needle-stick injuries. Used needles should not be recapped or bent; they should be placed in a prominently labeled puncture resistant container designated specially for such disposal.
6. Blood spills should be cleaned up promptly with a solution of 5.25% sodium hypochlorite diluted with water (1:10 household bleach).
7. Health care workers who have exudative lesions or weeping dermatitis should refrain from all patient care and handling equipment until the condition is resolved.
8. To minimize the need for emergency mouth-to-mouth resuscitation, disposable mouthpieces, resuscitation bags or other ventilation devices should be available for use.
9. Pregnant health care workers should strictly adhere to precautions to minimize the risk of HIV transmission.
10. All specimens must be contained in a leak-proof plastic bag labeled 'bio-hazard.'

Section 4.O: Fair Practice Work

ATS are not to serve in the capacity of a Certified Athletic Trainer. Students are not to act in the capacity of managers, secretarial support staff, livery persons, or coaches, but are expected to work closely with their supervising Preceptor in their respective roles. Requests to perform tasks other than athletic training related duties are not to compromise their educational experience.

Once an ATS has successfully completed and been evaluated on an athletic training competency and/or clinical proficiency skill, they may begin to utilize these skills on a daily basis under the supervision of the Preceptor during their clinical experience. We expect an ATS to be present and active in all academic and clinical roles as part of their overall education; failure to do so results in a student compromising their own educational experience. Students are permitted to hold part time jobs with the expectation that students work diligently to avoid conflicts between their respective job responsibilities and clinical education experiences. The ATS is expected to communicate conflicts and schedules with their preceptor and the Clinical Education Coordinator or Program Director so the appropriate accommodations can be made. Students with part-time employment are expected to comply with Class Attendance and Clinical Education Policies provided by course instructors and are expected to acquire the minimum number of hours required in each clinical education course.

Section 4.P: Sexual Harassment Policy and Annual Training Requirement

The Department of Applied Medicine and Rehabilitation is committed to maintaining a positive learning and working environment for its staff, students, and athletes. The Department does not discriminate on the basis of age, race, color, nationality, religion, sexual orientation, and/or degree level for admission, employment, patient care, and/or other educational activities. The Department is committed to taking steps to prevent sexual harassment in the facilities that students and faculty operate in, as well as, to promptly address any violations of this policy that may occur. In this pursuit of these goals, the ISU MAT program will not tolerate acts of sexual harassment or related retaliation against or by a staff member or a student. This policy: 1) provides a general definition of sexual harassment and related retaliation; 2) prohibits sexual harassment and related retaliation; and 3) sets out procedures to follow when a member of the Department believes a violation of the Policy has occurred. It is also a violation of this Policy for acting deliberately and recklessly either to make a false complaint of sexual harassment or to provide false information regarding a complaint.

Sexual harassment is prohibited and will not be tolerated within the Department or any of the facilities that ISU students operate in. All students are expected to complete Sexual Harassment Training annually. Please refer to the entire policy in Section 6.D.

Section 4.Q: Criminal Background Check Policy

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 based on a prior felony conviction. Indiana State University and the Department of Applied Medicine and Rehabilitation reserve the right to evaluate self-disclosed and 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 the MAT program shall not be admitted, or be dismissed from the MAT program at Indiana State University and not be allowed to re-apply at any time. Students may appeal committee 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 students enrolled in the MAT program will undergo a Criminal Background Check and Fingerprinting prior to the start of participation in formal clinical instruction. Please refer to the entire policy in Section 6.C.

SECTION 5: Professionalism and Code of Conduct

Section 5.A: Professional Behavior

It is expected that students behave in a manner that is professional in and out of the classroom. All students are expected to adhere to the NATA Code of Ethics (Section 5.F) and the Athletic Training Student Code of Conduct (Section 5.G). As a student in a healthcare program, you are held to a higher standard than other graduate students on campus. The foundational behaviors of professional practice provide a framework outlining behavior expectations.

Foundational Behaviors of Professional Practice (©2011 NATA Athletic Training Educational Competencies, 5th edition)

These basic behaviors permeate every aspect of professional practice and should be incorporated into instruction in every part of the educational program. The behaviors in this section comprise the application of the common values of the athletic training profession.

1. Primacy of the Patient

- Recognize sources of conflict of interest that can impact the patient's health
- Know and apply the commonly accepted standards for patient confidentiality
- Provide the best health care available for the patient
- Advocate for the needs of the patient

2. Teamed Approach to Practice

- Recognize the unique skills and abilities of other health care professionals
- Understand the scope of practice of other health care professionals
- Understand and execute duties within the identified scope of practice for athletic trainers
- Include the patient (and family, where appropriate) in the decision making process
- Demonstrate the ability to work with others in effecting positive patient outcomes

3. Legal Practice

- Practice athletic training in a legally competent manner
- Recognize the need to document compliance with the laws that govern athletic training
- Understand the consequences of violating the laws that govern athletic training

4. Ethical Practice

- Understand and comply with NATA's Code of Ethics (See Appendix B) and the BOC's Standards of Practice (See Appendix C).
- Understand the consequences of violating NATA's Code of Ethics and BOC's Standards of Practice
- Understand and comply with other codes of ethics, as applicable

5. Advancing Knowledge

- Critically examine the body of knowledge in athletic training and related fields
- Use evidence-based practice as a foundation for the delivery of care
- Understand the connection between continuing education and the improvement of athletic training practice
- Promote the value of research and scholarship in athletic training
- Disseminate new knowledge in athletic training to fellow athletic trainers, patients, other health care professionals, and others as necessary

6. Cultural Competence

- Understand the cultural differences of patients' attitudes and behaviors toward health care
- Demonstrate knowledge, attitudes, behaviors, and skills necessary to achieve optimal health outcomes for diverse patient populations
- Demonstrate knowledge, attitudes, behaviors, and skills necessary to work respectfully and effectively with diverse populations and in a diverse work environment

7. Professionalism

- Advocate for the profession
- Demonstrate honesty and integrity
- Exhibit compassion and empathy
- Demonstrate effective interpersonal communication skills

Section 5.B: Dress Attire

An athletic training student shall act and dress like an allied health professional at their clinical site. It is the responsibility of each student to keep their appearance neat and clean.

You will be provided with basic components to represent ISU and the MAT professionally, including T-shirts and Polo shirts. These shirts are to be worn during

Clinical Education, or class activities related to the MAT. ISU Athletic Training apparel should not be worn during any other extra-curricular activities. Khaki style shorts or pants will be required for all clinical experiences, but will not be provided to students. Athletic shorts should not be worn at any time during clinical experiences.

As a general rule, dress/appearance expectations include:

Practice: Khaki pants/shorts, ISU MAT T-shirt or Polo shirt, close-toed shoes

Competition: Khaki pants/shorts, ISU MAT Polo shirt, close-toed shoes

Rehabilitation Clinic/Hospital: Khaki pants, ISU MAT Polo shirt, Dress shoes

Identification name tags should also be worn at all times during clinical experiences.

Each year, students may receive additional shirts and apparel at the discretion of their clinical site coordinator. If students are assigned to an off-campus clinical site, they are permitted to wear non-ISU MAT apparel provided by the respective site.

Dress/appearance policies may be specific to each clinical site, so consultation with preceptors is suggested during clinical experience orientation. Questions about clinical experience attire should be directed to your preceptor or to the Clinical Education Coordinator. Questions about appropriate attire for classroom activities should be directed to the course instructor.

Section 5.C: Professional Communication and Relationships

Professional Relationships

As an ATS you will encounter many individuals during the course of your clinical education and duties. Development of adequate professional relationships is extremely important. Keep in mind that the professionals you meet will take it very seriously when you seek future recommendations. You carry their reputations with you after you graduate from the ISU MAT program. This process should begin the first day in your clinical site and should continue throughout your academic and professional career.

Certified Athletic Trainers (ATCs)

The certified athletic trainers at your clinical site are your immediate supervisors and you are responsible to them at all times. Feel free to discuss anything with them at any time. Every athletic training student must maintain good communication lines with their preceptors regarding injuries, classes, and personal issues that may impact their clinical schedule.

Faculty

The program faculty are here to help you become successful athletic trainers. They have been and/or are currently working as Certified Athletic Trainers. They have developed course experiences based on the knowledge needed for success in athletic training profession as set forth by the guidelines provided by CAATE and BOC.

Patients

Earning the professional respect and trust of the patient is an important goal to reach and is in turn very gratifying. Treat patients with integrity and show professionalism at all times. Never guess or pretend to know something that you do not know. Expressing authentic interest and concern in a patient's welfare will help gain respect and trust. Treat all patients equally regardless of their race, creed, gender, background, or athletic position. Clinical site rules and policies must be applied equally to all patients. Enforcement must be uniform and carried out in a firm, but courteous manner. It is important to draw a line between providing competent and friendly care and fraternization. You are not in the MAT to expand your social life. You must always maintain a professional distance from your patients.

Team Physicians

As an ATS, you will have a significant opportunity to observe and work with team physicians and several affiliated medical specialists. You can learn a great deal just by watching them work and listening to them discuss injuries. Feel free to ask questions. Think of the team physicians as an extension of your preceptors and faculty as teachers. You may be called upon to provide the physician with current injury reports and pertinent information. Be sure to give them detailed information and to respond to their requests immediately and efficiently. Be sure to be thorough in your reports, be courteous, professional, and mature in your conversation, and keep in mind the strict contract of confidentiality, which governs our profession.

Athletic Training Students

Serving and caring for large numbers of patients takes a coordinated and efficient effort. This would not be possible without the athletic training students. It is expected that you will maintain a professional rapport with each other. Disrespect, petty arguments, negative comments, and demeaning actions will not be tolerated. Second-year students are expected to instruct and guide first-year students and must not abuse their positions. First-year students are expected to be willing to learn and should freely accept constructive advice and respectful criticism from second-year students.

Coaching Staff

This relationship is critical and good communication is essential. You will make the most of sport assignments if you learn to work well with the coaches. In general, injury information on athletes should come from the appropriate certified athletic trainer. When it comes to the health and safety of the patient, the athletic trainer is responsible. When it comes to sport-decisions, the coach is responsible. At no time should an ATS criticize a coaching decision related to the technicalities of the sport. When attending an event never become a cheerleader or second-guess the coach; you are not serving as a fan.

If you have a conflict with a coach, report the problem to your preceptor or clinical site coordinator immediately.

Other Clinical Site Personnel

You will meet a variety of other personnel at your clinical site, both professional and student workers. They also work long, hard hours in association with athletic events. You should develop a positive, cooperative working relationship with these individuals. This type of relationship can be of help to all groups.

Professional Scouts, Media, and General Public

At times, various individuals may ask questions regarding the status of a patient. Although such questions may be flattering to you, it is not your place to answer. Refer all questions to your preceptor.

Cellular Phone Use

Cellular phones should be limited to professional use only during clinical education. Coaches and patients should be contacting the supervising AT and therefore students should not share their phone numbers. If students are found using cellular phones for non-clinical reasons, the preceptor, much like an in-class instructor, may ask the student to leave the site or confiscate the phone for the remainder of the scheduled experience.

Section 5.D: Confidentiality of Records

ALL information regarding a patients' injury or condition is strictly confidential. Due to the high-profile nature of many of our clinical sites, it is possible that you may be confronted with questions regarding the status of a patient you serve. This information is confidential. Unless instructed by a preceptor, you are not to discuss information with anyone. All questions regarding an injury should be directed to the Preceptor. As Certified Athletic Trainers and ATS, we are bound by medical ethics as well as by law to preserve our patients' rights of privacy and confidentiality. We do not discuss one patient in front of another. We expect professional behavior and attitudes from all our staff members, ATS, assistants, aides, and volunteers. Furthermore, all students are expected to complete annual Health Information Portability and Accountability Act training. Those who come in contact with the medical records or any medical reports are bound by the contract of confidentiality with the patient not to discuss any information. Medical records are legal documents. Medical records should not be left in non-secure places.

Section 5.E: Public Relations and the Press

Athletic training students may find themselves in situations where a member of the press asks them to provide information about an athlete. Be particularly cautious when you are working the sidelines of any contest. At all times, students should be very

mindful about patient / athlete confidentiality. In dealing with members of the press, 1) always be polite, 2) refer them to your clinical supervisor without providing any patient/athlete information, and 3) nothing you say to the press is ever “off the record.”

In addition, if participating in social networking websites, you are expected to maintain your commitment to the NATA Code of Ethics (Appendix B). In particular, “Members shall not engage in conduct that could be construed as a conflict of interest or that reflects negatively on the profession. Members should conduct themselves personally and professionally in a manner that does not compromise their professional responsibilities or the practice of athletic training.” Violations against the Code of Ethics will be treated according to the Retention Policy.

Section 5.F: National Athletic Trainers’ 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.

1. Members Shall Practice with Compassion, Respecting the Rights, Well-being, and Dignity of Others

1.1 Members shall render quality patient care regardless of the patient’s race, religion, age, sex, ethnic or national origin, disability, health status, socioeconomic status, sexual orientation, or gender identity.

1.2. Member’s duty to the patient is the first concern, and therefore members are obligated to place the well-being and long-term well-being of their patient above other groups and their own self-interest, to provide competent care in all decisions, and advocate for the best medical interest and safety of their patient at all times as delineated by professional statements and best practices.

1.3. Members shall preserve the confidentiality of privileged information and shall not release or otherwise publish in any form, including social media, such information to a third party not involved in the patient’s care without a release unless required by law.

2. Members Shall Comply With the Laws and Regulations Governing the Practice of Athletic Training, National Athletic Trainers' Association (NATA) Membership Standards, and the NATA Code of Ethics

2.1. Members shall comply with applicable local, state, federal laws, and any state athletic training practice acts.

2.2. Members shall understand and uphold all NATA Standards and the Code of Ethics.

2.3. Members shall refrain from, and report illegal or unethical practices related to athletic training.

2.4. Members shall cooperate in ethics investigations by the NATA, state professional licensing/regulatory boards, or other professional agencies governing the athletic training profession. Failure to fully cooperate in an ethics investigation is an ethical violation.

2.5. Members must not file, or encourage others to file, a frivolous ethics complaint with any organization or entity governing the athletic training profession such that the complaint is unfounded or willfully ignore facts that would disprove the allegation(s) in the complaint.

2.6. Members shall refrain from substance and alcohol abuse. For any member involved in an ethics proceeding with NATA and who, as part of that proceeding is seeking rehabilitation for substance or alcohol dependency, documentation of the completion of rehabilitation must be provided to the NATA Committee on Professional Ethics as a requisite to complete a NATA membership reinstatement or suspension process.

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 the applicable state athletic training practice acts and other applicable regulations for athletic trainers.

3.3. Members shall provide services, make referrals, and seek compensation only for those services that are necessary and are in the best interest of the patient as delineated by professional statements and best practices.

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

complete such educational requirements necessary to continue to qualify as athletic trainers under the applicable state athletic training practice acts.

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 must maintain and promote ethical conduct in research and educational activities.

4. Members Shall Not Engage in Conduct That Could Be Construed as a Conflict of Interest, Reflects Negatively on the Athletic Training Profession, or Jeopardizes a Patient's Health and Well-Being.

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. All NATA members, whether current or past, shall not use the NATA logo or AT 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 well-being 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 and 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 false or misleading information, photography, or any other communications in any media format, including on any social media platform, related to athletic training that negatively reflects the profession, other members of the NATA, NATA officers, and the NATA office.

Section 5.G: Athletic Training Student Code of Conduct

Students are expected to follow the Student Code of Conduct, along with the NATA Code of Ethics and the ISU Academic Integrity policy. It is expected that preceptors will adhere to a similar code as well. Both Preceptors and students are required to sign a "Clinical Learning Site Agreement" that addresses appropriate conduct.

Athletic training students are an important part of the Athletic Training Staff at the facility you are assigned. ATS are selected because of individual qualities and past performances. You will now be associating with other ATSs who are as talented and dedicated as you. Our students have a reputation for excellence, academically and clinically. Our former students have become recognized professionals in athletic training,

medicine, physical therapy, and other medical fields. The preceptors and faculty of the ISU MAT expect the same level of excellence from all ATS. We are dedicated to helping you achieve this goal and will provide the needed guidance and support. The more dedicated to this goal you are, the more everybody in the program improves. Our main responsibility in the clinical setting is to provide high quality medical care for our patients. If you work hard to achieve the excellence our program is known for, you will be able to meet our responsibilities to our patients and represent the excellence of the ISU MAT.

You will be expected to perform at your best academically and clinically. Theoretical knowledge gained in the classroom is the foundation of clinical practice. We do not expect average performance. The MAT requires your best effort. You will get out of this program what you put into it. Although our curriculum is carefully structured, self-motivated students will be clinically challenged and rewarded accordingly. You will be expected to attend and participate in class, turn in assignments, and report to classes and clinical assignments on time. Performance that is below these standards indicates a lack of dedication to your position as an ATS. The preceptors and faculty will give you a chance to “BE ALL YOU CAN BE”. It will be up to you to make it happen.

Clinical education is an indispensable opportunity to learn; therefore, you must be present and be prepared to take advantage of learning opportunities. As in the classroom, we take pride in providing each ATS with a positive and safe learning environment. Whether in your clinical experience or in class, you should be inquisitive and prepared to ask questions at the appropriate times. You will be expected to show INITIATIVE and not wait to be told what to do. You should read everything you can about athletic training and related sciences. You should attempt to be better in your athletic training skills and knowledge each time that you are at your clinical site. As you gain experience, you will be expected to assume a leadership role in the program.

All ATS are expected to treat patients, preceptors, faculty, and other ATS with professional respect. Criticizing each other in the presence of others is unprofessional behavior. In cases of conflict with other ATS, attempt to resolve the matter with that person. Criticizing other ISU MAT clinical sites, preceptors, or faculty in public is also not acceptable. If you feel unprepared to handle these issues, it is your responsibility to bring the situation to the attention of your preceptors, clinical site coordinator, or a program faculty member. You may also discuss these types of issues directly with the Clinical Education Coordinator. The program Clinical Education Coordinator visits each site at least once each academic year. Do not let these problems go unresolved.

You should make an effort to become acquainted with other ATS, preceptors, and faculty. All ATS should strive to work in a cooperative manner, sharing and helping each other as much as possible. It is important to work at your level of expertise; this is important for learning to take place and for the safety of the patients you serve.

**DO NOT HESITATE TO SAY,
“I DON’T KNOW”
AND ASK QUESTIONS.**

Feedback:

As a member in good standing of the ATP you will be expected to provide timely feedback when requested regarding the program and all of its components including but not limited to:

- Preceptor evaluation
- Clinical site evaluations
- Program Director and Clinical Education Coordinator evaluations
- Program and MAT course evaluations

Program changes and improvements are based on student feedback.

Liability:

Each ATS has a legal responsibility to the patients they serve. There are many opportunities for negligence to occur. Each ATS must be sure that their actions are those of a reasonable and prudent person. An athletic trainer is often the person most able to keep the patient’s future in proper perspective. Never lose sight of the fact that the patient’s future well-being is more important than any single competition or practice. Each ATS is expected to be familiar with the responsibilities and limitations of their role. Do not exceed the proper limitations of the role of athletic training student!

Priorities of the Athletic Training Student:**1. Be a Student.**

The ATS must have sound academic basis to support their clinical skills. All students must maintain an acceptable level in class work to remain in the program. Any student falling behind in classroom work should make arrangements with the course instructor and Program Director and/or Preceptor if needed for accommodations. Use “down time” in the Athletic Training Room to read or study.

- **Be a competent Clinician.**

Use the time spent in the athletic training room or on the field to continuously develop and practice hands-on skills.

- **Be a Professional.**

Develop an enthusiastic and professional attitude in dealing with patients, fellow health care providers, coaches, and administrators. Become an involved member of the athletic training profession. Join the NATA and GLATA.

- Be a Teacher.

The best way to enhance and solidify your own skills is to teach them to someone else. As each student progresses through the program, they should become a leader, teacher, and role model for the less advanced ATS.

Section 5.H: ISU MAT Program Standards

The standards below were developed by the inaugural MAT class (Class of 2023) in June 2021. These standards represent the shared values and beliefs that MAT students are expected to embody as members of the program.

I – Integrity: Be an honest person, student, and future clinician. Demonstrate strong moral principles and character.

S – Service: Members should contribute to the well-being of the community by giving back, remaining involved, and sharing talents and knowledge with others.

U – Unity: Students, patients, preceptors, and professors cannot do it alone. Work synergistically to help each other out and be the best you can be.

M – Mentorship: Accept help from others and provide help to those in need. Use the experience and knowledge you have gained for the advancement of others.

A – Advocacy: Advocate for access to education, resources, and advancement of the program and university. Advocate for the patient and their care.

T – Transcendent: Have the desire and motivation to build on the accomplishments of those who came before you. Always do your best and attempt to be better than you were before.

SECTION 6: Program Forms

Section 6.A: Immunization Form

**Immunization Record for Clinical Education
Indiana State University
Master of Science in Athletic Training**

Name: _____

(Full legal name with middle initial)

(DOB: mm/dd/yyyy)

Immunization Record Verification: The Master of Science in Athletic Training program requires all athletic training students to maintain immunizations in compliance with clinical education site expectations. Documentation of vaccinations are required for final program admission and all athletic training students must provide documentation prior to the start of the program.

Required Immunizations:

MMR (Measles, Mumps, Rubella)[#] **Date of most recent dose:** _____

[#]Most recent dose required at or after 12 months of age

Tdap (Tetanus, diphtheria, pertussis)¹ **Date of most recent dose:** _____

¹Most recent dose required within past 10 years

TB screening/Mantoux (within 12 months)[@] **Date of screening:** _____

[@] Or evidence of recent chest x-ray or serologic testing indicating the presence of antibodies

Varicella (chicken pox)^{**} **Date of dose or titer:** _____

^{**} Or evidence of serologic testing indicating the presence of antibodies.

Hepatitis B^{*} dose (final) 3 **Date of final (3rd dose) or titer:** _____

^{**} Or evidence of serologic testing indicating the presence of antibodies.

Medical Exemption Documented by Licensed Physician/Nurse Practitioner/Physician's Assistant

Medical Exemption: The student named above lacks one or more of the required immunizations because he/she has:

- a medical problem that precludes the _____ vaccine
- has not been immunized because of a history of _____ disease
- has laboratory evidence of immunity against _____ disease

Summary of defects and diagnosis: _____

Drug Allergies (if applicable): _____

Provider Signature & Date: _____

Note that conscious exemption may preclude students from obtaining some required clinical experiences, therefore will negatively impact the student's ability to complete all program requirements.

To my knowledge the above information is accurate and complete:

Signature of Student

Date

THIS FORM MUST BE COMPLETED AND SUBMITTED WITH A COPY OF IMMUNIZATION RECORD FROM A HEALTHCARE ORGANIZATION DETAILING DOSES/TITERS.

Please return this completed form or direct questions to:

Eric Post, PhD, ATC
Program Director, Master of Science in Athletic Training Program
567 N 5th Street
Indiana State University
Terre Haute, IN
Email: eric.post@indstate.edu

Section 6.B: Technical Standards for Admission

The Professional Master of Athletic Training Program at Indiana State University is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Professional Master of 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: the Committee on Accreditation of Athletic Training Education (CAATE). All students upon admission to the Professional Master of Athletic Training Program must meet the following abilities and expectations. 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 BOC certification exam.

Candidates for selection to the Professional Master of Athletic Training Program must demonstrate:

1. 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.
2. Sufficient postural and neuromuscular control, sensory function, and coordination to perform CPR, primary and secondary surveys, emergency transport and transfers, appropriate physical examinations, and manual therapeutic exercise procedures; including the safe and efficient use of equipment and materials during the assessment and treatment of patients.
3. 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.
4. The ability to write effectively as it relates to the discipline.

Candidates for selection to the Professional Master of 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 Accessibility Resources Office will evaluate a student who states they 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 they can meet the technical standards with accommodation, 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 or the institution, including all coursework, clinical experiences, and internships deemed essential to graduation.

It is the student's responsibility to inform faculty about disabilities and needs for accommodation at the time of application and/or enrollment in a course. Students who develop disabilities requiring accommodation once admitted to the MAT must inform the MAT Program Director and pertinent faculty within one week of learning of the disability.

I certify that I have read and understand the technical standards for selection listed above, 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.

Signature of Applicant

Date

Alternative statement for students requesting accommodations:

I certify that I have read and understand the technical standards of selection listed above and I believe to the best of my knowledge that I can meet each of these standards with certain accommodations. I will contact Accessibility Resources Office and the MAT Program Director 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.

Signature of Applicant

Date

Section 6.C: Criminal Background Check

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 not be released. 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.

I. Self-Disclosure & National Criminal Background Check

All applicants applying to the Professional Master of Science Athletic Training Program shall complete a graduate MAT application. The application form includes a section for self-disclosure of information about felony convictions. The form will indicate that falsification or omission of criminal history information may result in disqualification for admission into the professional phase of the athletic training major at ISU. Through a "check-box" on the form, applicants will agree to request, pay fees, and submit a criminal background check if they are admitted into the MAT program. Finally, the form will indicate that all offers for admission into the professional phase are made contingent on a successful background check. If conditionally accepted into the professional phase of the athletic training major, students must submit an official national criminal background check prior to formal admittance and at least one week before the first academic semester begins.

II. Evaluation of Disclosed Offenses

Self-disclosed criminal background information on applicants, absent applicant names, shall be forwarded from the Program Director to the Department Chair and appropriate members of the Admissions Committee. The Program Director shall be responsible to share the information with other departmental decision-makers.

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 admission to the professional phase of the athletic training major at ISU.

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

i. The Program Director and other departmental decision-makers shall use the attached "Guidelines" to determine the applicant's qualification for admission. The Program Director will communicate

the result of the admission committee's evaluation and appropriate justification to the Department Chair.

ii. If an applicant is "disqualified" for admission, the Program Director shall record in the student's file that his/her application may be excluded from further consideration.

iii. "Disqualified" students will have an opportunity to appeal the committee's decision. The appeal must be made in writing.

Guidelines

These guidelines are designed to assist decision-makers charged with determining whether to exclude a student for admittance and/or retention in the MAT program 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 the MAT program 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 an applicant from admission at ISU. Other felony convictions may also disqualify an applicant or student from the MAT program 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 specific student from the MAT program 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

Section 6.D: Sexual Harassment Policy

Scope of Policy

This policy applies to any person at the University that is within the MAT or is attending a class, event, clinical site, or program sponsored by the University or Department of Applied Medicine and Rehabilitation. Any visitors to the campus or workers employed by private firms engaging in business within the athletic training room or one of its clinical sites is expected to abide by this policy.

Definitions

- Appointing authority: an individual in with the authority to make the ultimate personnel decisions of the particular faculty member or student.
- Disciplinary authority: an individual in charge of imposing the disciplinary actions, given by the appointing authority, of the particular faculty member or student.
- Complainant: an individual whom the sexual harassment is being done to.
- Respondent: an individual that made the conduct that is the subject of the complaint.
- Sexual Harassment: defined under state and federal laws as interaction between individuals or the same sex or opposite that is characterized by unsolicited and unwelcome sexual advances, requests for sexual favors, and other verbal, physical, or visual conduct of a sexual nature that interferes with work or school performance by creating an intimidating, hostile, abusive, or offensive educational or work environment. Conduct may be found harassing if it is repetitive or persuasive and sufficiently severe to alter the conditions of employment, education, or participation in University or Department sponsored events or activities or is a single incident that is significantly outrageous or harmful, in and of itself, that it essentially alters the conditions of the environment for the complainant or interferes with an individual's right to gain an education or perform job related responsibilities.
 - Such conduct may constitute as sexual harassment if:
 - Submission to the conduct or communication is made either explicitly or implicitly a term of the individual's employment, academic status, educational evaluation and/or progress.
 - Submission to, or rejection, of the conduct or communication by the individual is used as the basis of tangible employment, service, or educational decisions affecting the individual.
 - Submission to, or rejection, of the conduct or communication that has the purpose or effect of negatively interfering with an individual's work, academic performance, or of creating an intimidating, hostile, or offensive working or educational environment.
 - Submission to, rejection of, or communication by the individual as the basis for deciding beneficial treatment, services, honors,

- programs, or activities available at or offered for the individual through the work or educational institution.
- Examples of sexually harassing conduct are and not limited to:
 - Unwelcome sexual advances or sexual pressure.
 - Failure to adequately accommodate for a qualified individual with a disability.
 - Demands for sexual favors in exchange for employment benefits, whether expressed or implied.
 - Making or threatening retaliation after a negative response to sexual advances.
 - Verbal conduct of a sexual manner, such as derogatory or demeaning comments, slurs, sexually explicit jokes, comments about an individual's body or physical appearance, suggestive or obscene remarks, or practical jokes.
 - Physical conduct such as leering, sexual gestures, impeding or blocking movements, pinching, grabbing, patting, intentionally brushing up against another individual, rape, or assault.
 - Visual conduct of a sexual nature, such as displaying sexual-suggestive objects, cartoons, pictures, or posters.
 - Posting, sending, or downloading derogatory, or demeaning materials of a sexual nature, or sexually suggestive or explicit materials in any form by any means of transmission, including photocopies, electronic mail, text messages, or the Internet.
 - **Retaliatory Acts:** violation of this policy for any individual to engage in retaliatory acts against any staff member or student who reports an incident of alleged sexual harassment, or any staff member who testifies, assists, or participates in a proceeding, investigation, or hearing relating to such allegation of sexual harassment.
 - Any acts of retaliation or “pay back” against an individual in violation of this sexual harassment policy by a person or group of people will be subject to appropriate corrective and/or disciplinary action, up to and including dismissal from the MAT, regardless of job level or classification.

Consequences of Violations

Any act of sexual harassment is illegal, unprofessional, disrespectful, and may ruin an individual's career. The Department will strictly enforce this policy. Any violator of this policy, being either a faculty member or student, even if such conduct does not violate State or federal law, will be subject to appropriate corrective and/or disciplinary action, up to and including, dismissal from the MAT, regardless of job level or classification, depending on the severity on the sexual harassment charge. Separate from any actions taken by the Department, violators should be aware that his or her conduct may result in personal civil liability.

To the extent that the above behaviors are exhibited by non-MAT faculty members or students; including, but not limited to athletes, other students, volunteers, interns, applicants for employment, contractors, and other third parties, the Department will use the principles of this policy to take whatever action necessary to implement consequences for past behaviors and prohibitions against future behaviors prohibited by this policy.

Responsibilities

1. Preceptors (PRECEPTORs): responsible for maintaining standards that promote a work and educational setting free from discrimination, harassment, retaliation, and unprofessional or disrespectful conduct. PRECEPTORs must:
 - Adhere and enforce this policy.
 - Regardless of how the information is presented to the PRECEPTOR, either at the clinical site, practice field, off-site, or a telephone call at home, etc., the PRECEPTOR must take immediate and appropriate corrective action to stop conduct that violates this policy. (Regardless of how secretive another faculty member or a student wants the situation to be confidential).
 - Take pro-active steps to prevent unprofessional or disrespectful conduct.
 - Ensure that students under their supervision and management have received a copy of this policy and have completed and passed the ISU Sexual Harassment online tutorial before being allowed to start clinical rotation.
 - Ensure that all students or other faculty members of their rights and of the process for filing a complaint with the ISU Office of Diversity and Affirmative Action.
 - Notify the Program Director of the MAT, who will then notify the ISU Office of Diversity and Affirmative Active and Student Judicial Programs, immediately upon becoming aware of conduct that may violate this policy.
 - Document the discussion with the other faculty member or student and submit it in writing within 5 working days from the date the faculty member or student informed the PRECEPTOR of the violation.
 - Failure for an PRECEPTOR to comply with the above responsibilities will result in appropriate corrective and/or disciplinary action, including removal of students from supervision.
2. All MAT members, faculty, and students must:
 - Adhere to this policy.
 - Refrain from engaging in, condoning, tolerating, or leaving uncorrected conduct that violates this policy.
 - Report any violations of this policy by making a formal complaint or informal report as described below.

- Cooperate with any investigation regarding a violation of this policy. Have annually completed and passed the ISU Sexual Harassment online tutorial from the school website.

Investigation Process

1. Reports or complaints under this Policy shall be addressed and resolved as promptly as practicable after the complaint or report is made. Ordinarily, investigations shall be concluded and reports submitted to the reviewing committee no later than 90 days following the receipt of a complaint. Ordinarily, the final report shall be sent to the Department Chair no later than 30 days after the committee's receipt of the draft report of the investigation. It is the responsibility of the sexual harassment officer(s) to determine the most appropriate means for addressing the report or complaint. Options include: 1) investigating the report or complaint in accordance with the Reporting Policy described below, 2) with the agreement of the parties, attempting to resolve the report, or complaint through a form of alternative dispute resolution (e.g., mediation), or 3) determining that the facts of the complaint or report, even if true, would not constitute a violation of this Policy. The campus sexual harassment officer(s) may designate another individual (either from within the University, including an administrator, or from outside the University) to conduct or assist with the investigation or to manage an alternative dispute resolution process. Outside investigators shall have training, qualifications, and experience as will, in the judgment of the sexual harassment officer, facilitate the investigation. Anyone designated to address an allegation must adhere to the requirements of this Policy and confer with the sexual harassment officer(s) about his or her progress.
2. All reports or complaints shall be made as promptly as feasibly possible after the occurrence. (A delay in reporting may be reasonable under some circumstances, as determined on a case-by-case basis. An unreasonable delay in reporting, however, is an appropriate consideration in evaluating the merits of a complaint or report.)
3. If an investigation is conducted, the complainant and the respondent shall have the right to:
 - a. Receive written notice of the report or complaint, including a statement of the allegations, as soon after the commencement of the investigation as is practicable and to the extent permitted by law.
 - b. Present relevant information to the investigator(s).
 - c. Receive, at the conclusion of the investigation and appropriate review, a copy of the investigator's report, to the extent permitted by law.

4. The Department Chair, the respondent's appointing authority and the respondent's supervisor shall be notified that an investigation is taking place. The sexual harassment officer shall advise the respondent's supervisor whether the respondent should be relieved of any supervisory or evaluative authority during the investigation and review. If the respondent's supervisor declines to follow the recommendation of the sexual harassment officer, s/he shall send a letter explaining the decision to the Department Chair with a copy to the sexual harassment officer.

5. At the conclusion of an investigation, the investigator shall prepare a written report which shall include a statement of factual findings and a determination of whether this Policy has been violated. The report shall be presented for review to the standing review committee designated by the Department Chair.

6. The standing review committee may consult with the investigator, consult with the parties, and request that further investigation be done by the same or another investigator, or request that the investigation be conducted again by another investigator. The standing review committee may adopt the investigator's report as its own or may prepare a separate report based on the findings of the investigation. The standing review committee may not, however, conduct its own investigation or hearing. Once the standing review committee has completed its review, the report(s) shall be sent to the ISU Office of Diversity and Affirmative Action the complainant and the respondent, to the extent permitted by law. The report shall also be sent to the Department Chair. If the Department Chair is the respondent or complainant, the report shall be sent to the Associate Dean of Academics of the College of Health and Human Services.

Reporting Process

a. If a Policy violation is found, the report(s) shall be sent to the disciplinary authority for the individual found to have violated the Policy, and the disciplinary authority must initiate a disciplinary process against that individual. The disciplinary authority shall have access to the records of the investigation. If disciplinary action is not taken, the appointing authority and the Department Chair shall be notified accordingly.

b. Following a finding of violation of the Policy, the disciplinary authority shall forward to the sexual harassment officer and to Department Chair, and a statement of the action taken against an individual for violation of this Policy.

c. If a Policy violation is not found, the appointing authority and the Department Chair, shall be notified accordingly.

1. The sexual harassment officer shall advise the complainant and respondent of the resolution of any investigation conducted under this Policy.

2. A copy of the investigator's written report as approved by the standing review committee shall be provided to: (1) the complainant; (2) the respondent; and (3) the respondent's appointing authority.
3. In all cases, the sexual harassment officer shall retain the investigator's report, as approved by the standing review committee, for a minimum of three (3) years or for as long as any administrative or legal action arising out of the complaint is pending.
4. All records of sexual harassment reports and investigations shall be considered confidential and shall not be disclosed publicly except to the extent required by law.
5. Complaints Involving Two or More Campuses: When an alleged Policy violation involves more than one campus, the complaint shall be handled by the campus with disciplinary authority over the respondent. The campus responsible for the investigation may request the involvement or cooperation of any other affected campus and should advise appropriate officials of the affected campus of the progress and results of the investigation.
6. Complaints By and Against University Employees and Students Arising in an Affiliated Entity: University employees and students sometimes work or study at the worksite or program of another organization affiliated with the University. When a Policy violation is alleged by or against University employees or students in those circumstances, the complaint shall be handled as provided in the affiliation agreement between the University and the other entity. In the absence of an affiliation agreement or a provision addressing this issue, the University may, in its discretion, choose to 1) conduct its own investigation, 2) conduct a joint investigation with the affiliated entity, 3) defer to the findings of an investigation by the affiliated entity where the University has reviewed the investigation process and is satisfied that it was fairly conducted, or 4) use the investigation and findings of the affiliated entity as a basis for further investigation.

Confidentiality

The Offices of Diversity and Affirmative Action shall maintain confidentiality for all parties to the extent permitted by law. It is the responsibility of the University to take prompt action to correct sexually harassing behavior once it is reported. At the complainant's request, the University shall attempt to intervene in a manner that shall maintain the complainant's anonymity. However, complainants should be aware that in a formal investigation due process requires that the identity of the charging party and the substance of the complaint be revealed to persons charged with harassment. Students who wish complete confidentiality may obtain confidential counseling and advice about sexual harassment from counselors in the Office of Counseling and Psychological Services or Student Health Services. Faculty and staff can obtain confidential counseling and advice via employee assistance programs. Non-party witnesses participating in sexual harassment investigations are prohibited from sharing

information revealed to them during the investigation with parties, other witnesses or any individuals outside the investigative process.

Record Keeping

The Offices of Diversity and Affirmative Action shall keep all written records of investigations or notes of discussions in a confidential, secure location with access to the records limited to those persons with a "need to know."

No Limitations on Existing Authority

No provision of this Policy shall be construed as a limitation on the authority of a disciplinary authority under applicable policies and procedures to initiate disciplinary action. If an individual is disciplined for conduct that also violates this Policy, the conduct and the discipline imposed shall be reported to a campus sexual harassment officer. If an investigation is conducted under this Policy and no Policy violation is found, that fact does not prevent discipline of the respondent for inappropriate or unprofessional conduct under other applicable policies and procedures.