

Master of Science in Athletic Training
Student Policies and Procedures Manual



The purpose of this handbook is to provide guidelines for didactic and clinical program experiences and **is not to conflict** with the university catalog or university policies as they may apply.

Adopted AUGUST 2019; Revised NOVEMBER 2019; JUNE 2021
Note: This handbook may be updated at any time, the most current handbook will be posted on ATrack for all students.

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**Welcome to the Kent State University
Master of Science in Athletic Training Program
School of Health Sciences**

On behalf of the Master of Science in Athletic Training Program (MSAT), we would like to thank you for choosing Kent State University and orient you to the KSU MSAT Program, which gained accreditation by the Commission on Accreditation of Athletic Training Education (CAATE) in February 2020. We would like to take this opportunity to provide you with as much information as possible about the MSAT and your role in this program as an athletic training student (ATS). This handbook is designed to act as a guide and to inform you of important policies and procedures for the MSAT. This handbook will assist us in conveying to you – the ATS – our expectations for you as a student either entering or continuing through the MSAT program.

This academic and clinical program offers a rigorous course of study to prepare you for an entry-level athletic training position after you successfully challenge the BOC certification examination. It is up to you to take full advantage of all of the resources available to you to successfully complete the requirements for admission into this program and maintain good standing within the program so that you can embark upon the exciting pathway towards becoming a certified athletic trainer.

The KSU ATP faculty and staff expect you to make a strong commitment to this program, and to become a dependable, responsible, and skilled member of our program. You will be expected to reflect the basic tenets of this program – **honesty, integrity, loyalty, consistency, and trust** in your clinical and academic assignments. We have worked very hard to establish a fine reputation for our Athletic Training Program and expect that you will act in a professional and mature fashion to display your pride in this program.

Please read the following document carefully and keep it available for frequent reference. It is also posted at all times on ATrack. You will be responsible for all of the information contained in these pages and responsible for adhering to the policies and procedures contained within this handbook. If you have any questions, do not hesitate to contact any of the program faculty. We continually strive to make our program stronger, and your feedback is critical to continuous quality improvement efforts.

We are proud to welcome you to the KSU's MSAT Program and look forward to a successful year with each of you. Remember, this program is the first critical step towards your career in athletic training. Take this opportunity to positively reflect your desire to pursue athletic training as a career by working hard to meet the academic and clinical requirements of the program.

Remember, you are now part of a select group of students who are provided the unique opportunities of the clinical and academic components of the MSAT. Take advantage of the resources available to you to make this the best year you can.

Respectfully,

KSU ATP Academic Faculty

Part I

Program and CAATE Definitions

Terms and primary roles: (adapted from current CAATE guidelines)

Medical director

The program has a medical director who is actively involved in the program. *The medical director supports the program director in ensuring that both didactic instruction and athletic training and supplemental clinical experiences meet current practice standards as they relate to the athletic trainer's role in providing client/patient care.*

Program Director (PD) / (Program Coordinator – PC)

1. The program director is a full-time faculty member whose primary assignment is to the athletic training program. The program director's experience and qualifications include the following:
 - An earned doctoral degree
 - Contemporary expertise in the field of athletic training
 - Certification and good standing with the Board of Certification
 - Current state athletic training credential and good standing with the state regulatory agency in the state in which the program is housed (in states with regulation)
 - Previous clinical practice as an athletic trainer
 - Scholarship
 - Previous full-time academic appointment with teaching responsibilities at the postsecondary level
2. The program director is responsible for the management and administration of the program. This includes the following responsibilities:
 - Program planning and operation, including development of the framework
 - Program evaluation
 - Maintenance of accreditation
 - Input into budget management
 - Input on the selection of program personnel
 - Input on the evaluation of program personnel

Clinical Education Coordinator – (CEC)

1. The coordinator of clinical education is a core faculty member whose primary appointment is to the athletic training program and who has responsibility to direct clinical education. The coordinator of clinical education's experience and qualifications include the following:
 - Contemporary expertise in athletic training
 - Certification and good standing with the Board of Certification
 - Possession of a current state athletic training credential and good standing with the state regulatory agency in the state in which the program is housed (in states with regulation)
 - Previous clinical practice in athletic training
2. The coordinator of clinical education is responsible for oversight of the clinical education portion of the program. This includes the following responsibilities:
 - Oversight of student clinical progression
 - Student assignment to athletic training clinical experiences and supplemental clinical experiences
 - Clinical site evaluation
 - Student evaluation
 - Regular communication with preceptors
 - Professional development of preceptors
 - Preceptor selection and evaluation

Faculty

1. The ATTR faculty are responsible for the development, delivery and evaluation of didactic and psychomotor knowledge and clinical skills associated within the 5 domains of athletic training. Each faculty member performs the following:
 - Instruction uses a strong foundation of current Evidenced Based Materials in the professional preparation of athletic training students
 - Provide a diversified collection of educational tools in developing the athletic training students critical thinking with clinical application of knowledge and skills during patient care
 - The core faculty have contemporary expertise in assigned teaching areas, demonstrated effectiveness in teaching, and evidence of scholarship.

Preceptors

1. Athletic training clinical experiences are supervised by a preceptor who is an Ohio state licensed athletic trainer or a physician.
2. Preceptors are health care providers whose experience and qualifications include the following:
 - Licensure as a health care provider, credentialed by the state in which they practice (where regulated)
 - BOC certification in good standing and state credential (in states with regulation) for preceptors who are solely credentialed as athletic trainers
 - Planned and ongoing education for their role as a preceptor
 - Contemporary expertise
3. Preceptors function to supervise, instruct, and mentor students during clinical education in accordance with the program's policies and procedures. Preceptors who are athletic trainers or physicians assess students' abilities to meet the curricular content standards (Standards 56 through 94).

Athletic Training Student (ATS)

1. An Athletic Training Student is a student who is currently enrolled in the Kent State University MSAT graduate program.
 - Students are enrolled in MSAT program curriculum in the summer, fall and spring semesters in order to complete the required 60 hour program.
 - To be considered as a KSU full-time graduate student, students must be enrolled in 8 credit hours to be eligible for financial aid, insurance coverage, etc. This is particularly important if credit hours are transferred in from other advanced degree programs. Please see your advisor to ensure appropriate enrollment.
 - Work under the direct supervision of KSU affiliated preceptor
 - Students actively engage in their education through the application of didactic and clinical skills when providing patient care under the supervision of the KSU preceptor
 - Comply with rules and regulations set by KSU; and assigned clinical affiliate site
 - Comply with State of Ohio regulatory practice act laws
 - Note: Any student who performs any skills or duties outside of their scope of practice will be reported to the state licensing board.
 - For more information on KSU graduate students, please review the College of Education, Health and Human Services Graduate Handbook [here](#).

Contact Information

Name	Position	Office	Phone	Email
Jay Jonas	Program Coordinator (Effective Fall 2021)	266 C	330-672-7900	jjonas2@kent.edu
Hannah Harnar	Coordinator of Clinical Education	266 B	330-672-2841	hharnar@kent.edu
Kim Peer	Faculty	266 A	330-672-0231	kpeer@kent.edu
Jeff Huston	Faculty	266 F	330-672-1221	jhuston2@kent.edu
Cary Hale	Faculty	266 J	330-672-1198	chale1@kent.edu
Tammie Richards	Administrative Assistant	266	330-672-0206	tricha23@kent.edu

Programs' Missions, Goals, and Objectives

The disciplinary purpose of this MS degree program is to challenge the students to consider the athletic training domains in light of contemporary health care settings and to prepare them for the dynamic career they are about to enter. ***Further, this program will prepare students to contribute to and expand the existing body of literature through meaningful research in the profession.*** Through a rigorous yet supportive program, the students will be exposed to and actively engage with state-of-the-art equipment in professional health care facilities and be mentored by highly recognized professionals. This program will also foster inter-professional collaboration to promote professional development for the students who will be practicing and researching in inter-disciplinary teams.

Outcomes

Graduates of the MSAT program will be able to:

1. Successfully challenge the BOC Certification Exam
2. Demonstrate understanding of and competency in the domains of athletic training as defined by the BOC *Practice Analysis* and Commission on Accreditation of Athletic Training Education (CAATE) *Curriculum Content*
3. Demonstrate ***competency in evaluating and completing scientific research*** and evidence-based practice (EBP) as evidenced in ***research projects and a comprehensive capstone research thesis***
4. Demonstrate competency in engaging in a variety of clinical practice settings related to athletic training with engagement in an inter-professional environment

5. Apply the principles of the research process in athletic training by engaging with faculty and clinical staff in graduate research initiatives
6. Engage with medical and health care professionals and apply the knowledge gained, through their education in both the classroom and clinical settings

Advising

Students successful matriculation through the MSAT program is the responsibility of each student. Program and course requirements are outlined and made available to students via a variety of different resources.

Each student is assigned an ATTR faculty advisor to assist the student in understanding and meeting of the MSAT program requirements, however the final execution and implementation of their program requirement is the student's responsibility.

Upon admission, students are provided the plan of study. The academic plan must be completed, signed and on file with the office of graduate studies prior to enrolling in the Spring semester of the first year. Students will meet with their advisor to complete this form in the late summer or early Fall of their first year.

Faculty Advisor responsibilities	
1	Assist student with academic progress through academic scheduling
2	Serve as a professional mentor and resource for MSAT student including but not limited to (sequencing of courses, professional mentor for clinical immersive experience, development of MSAT student academic and professional goals)
3	Be knowledgeable regarding the MSAT academic and clinical requirements
4	Available to meet with student prior to open registration each semester
5	Be knowledgeable regarding the MSAT academic and clinical requirements
6	Act as a resource to direct students to proper personnel and resource regarding a student's academic and clinical requirements
7	Be knowledgeable regarding professional national and state credentialing requirements and alternative credentials
8	Be knowledgeable of academic policies and procedures regarding academic concerns
MSAT student responsibilities	
1	Be knowledgeable of the academic and clinical requirements of MSAT program
2	Serve as an active participant in the individualized academic and clinical goals in an effort to augment learning outcomes
3	Meet with assigned ATTR MSAT Faculty advisor prior to open registration each semester
4	Comply with assigned course sequencing
5	Complete and submit an academic plan within the 1 st 12 hours of course work (submission to office of graduate studies by the end of 1 st year summer courses)

6	Work with faculty advisor in the development of academic and post-graduation professional goals
7	Seek out and secure an immersive clinical experience
8	Keep up to date personal academic and professional records necessary to successfully complete the MSAT program
<i>It is ultimately the student's responsibility to ensure the MSAT program academic, clinical and professional requirements are achieved</i>	

Program Course Road Map

This roadmap is a recommended semester-by-semester plan of study for this major. Deviation from this plan may delay completion of the program and graduation.

Summer One		
ATTR 60000	Cadaver Anatomy and Applied Assessment	6
ATTR 61000	Acute Injury Diagnosis, Treatment and Management	3
ATTR 65037	Physical Agents in Athletic Training and Sports Medicine	3
	Credit Hours	12
Fall Semester One		
ATTR 62016	Clinical Inquiry in Athletic Training	3
ATTR 65001	Clinical Practice I: Prevention and Wellness	3
ATTR 65039	Physical Rehabilitation in Athletic Training and Sports Medicine	3
	Credit Hours	9
Spring Semester Two		
ATTR 65002	Clinical Practice II: Advanced Head, Neck and Orthopedic	3
ATTR 65050	Neurological Concepts for the Healthcare Profession	3
EXPH 63051	Quantitative and Research Methods in Athletic Training and Exercise Physiology	3
	Credit Hours	9
Summer Two		
ATTR 62014	Advanced Clinical Procedures in Athletic Training	3
ATTR 63018	Ethics for Health Care Professionals	3
ATTR 65040	Pathopharmacology for Healthcare Providers	3
ATTR 65003	Clinical Practice III: General Medical	3
	Credit Hours	12
Fall Semester Three		
ATTR 69999	Clinical Capstone in Athletic Training	6
ATTR 65038	Administration Concepts for Healthcare Professional	3
	Credit Hours	9
Spring Semester Four		
ATTR 62010	Contemporary Issues in Athletic Training	3

ATTR 65005	Clinical Practice IV: Advanced Competencies	3
ATTR 63098	Research	3
	Credit Hours	9
	Total Credit Hours	60

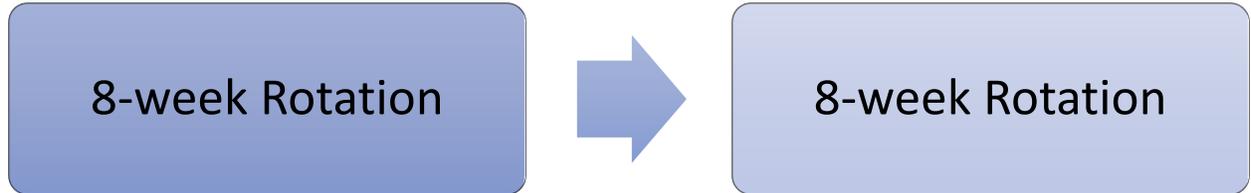
Clinical Practice Course Progression:

Students must complete all course requirements, with a passing grade, to progress to the next clinical practice course. No exceptions! If a student fails to complete any course requirement, the highest grade one can earn is a C-. According to the EHHS graduate handbook grade policy, "Grades below "C (2.0)" are not included toward completion of requirements for any graduate degree but are included in evaluating a student's grade point average." Therefore, if a student earns below a C in the course, the course will need to be retaken and will delay graduation.

Clinical Rotation Overview

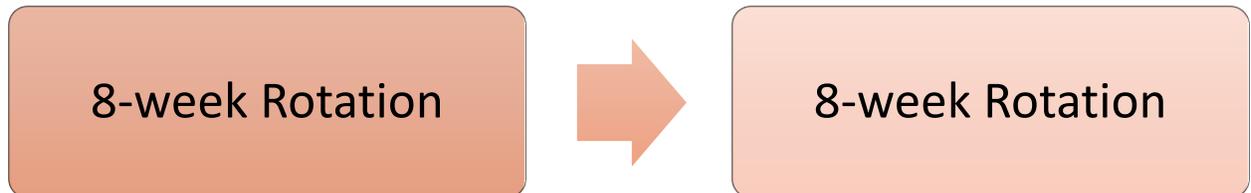
All students will complete the fall, spring and summer rotations as seen below

FALL 1:



*Rotations will include high school, collegiate, clinic, physician office, corporate health

SPRING 1:



*Rotations will include high school, collegiate, clinic, physician office, corporate health

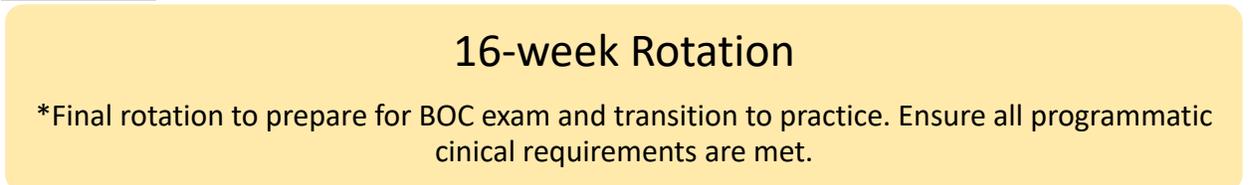
SUMMER 2:



FALL 2:



SPRING 2:



Part II

Clinical Education Requirements

Required Pre-Clinical Education Assignment Requirements

In addition to programmatic admission forms and prior to beginning clinical education assignments, each student will be required to complete forms to ensure appropriate safety and administrative readiness to complete the rigors of clinical education. There are a set of standard forms for the MSAT program, however, the requirements may vary slightly depending upon the policies and procedures of each clinical education site. Student files will be kept as both hard copy files located within the office suite of the Athletic Training Program and in electronic format through ATrack. The following forms of documentation will be kept in student files either in hard copy or electronic format. Students are permitted access to their files as appropriate.

Required Documentation

Documentation	Completed	Students	CEC	Clinical Site
BBP Training	Annually	X	X	Upon request
Completed Technical Standards Form	Before 1 st clinical and updated as needed if health condition changes	X	X	
Ohio BCI and FBI background check	Verification Annually	X	X	Upon request
HIPPA/FERPA Privacy Training	Annually	X	X	Upon request
Professional Liability Insurance	Verification Annually	X	X	Upon request
Health Insurance Form & Copy of Card	Before 1 st clinical and updated as needed if changes occur	X	X	
Immunization records	Before 1 st clinical	X	X	Upon request
Two-step TB test or Titer; TB test	Before 1 st clinical; Annually following initial two-step/titer	X	X	Upon request
ARC Professional Rescuer and First Aid + EpiPen, Rescue Inhaler, Tourniquet	Current with Biannual renewal	X	X	Upon request

Student Clinical Orientation

Prior to the start of each clinical experience, students and preceptors will need to complete a policy and procedures meeting that includes and is not limited to the following standards and guidelines:

The program ensures that each student is oriented to the policies and procedures of their clinical site. *Orientation must occur at the start of the experience and before a client/patient encounter at the site. The orientation for athletic training and supplemental clinical experiences must include (but is not limited to) the following:*

- Critical incident response procedures (for example, emergency action plans)
 - Blood-borne pathogen 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
 - Athletic training clinical experiences are supervised by a preceptor who is an athletic trainer or a physician.
- *Note that supplemental clinical experience opportunities involve other healthcare providers as preceptors but these opportunities would not fulfill clinical experience requirements as defined in Standards 56 through 94. These include but are not limited to physician and surgical observation hours.*

A primary goal of the MSAT program is to provide each student with a productive educational environment that encourages student engagement and active learning within the confines of the program's goals and objectives and the states practice act laws.

Disclosure of confidential information - HIPPA

An athletic trainer shall not disclose to unauthorized persons any confidential information received from any person served professionally without the written consent of that person or his legal guardian or unless as otherwise required by law.

HIPPA form

<https://www.kent.edu/sites/default/files/file/KSU%20ATP%20%20Confidentiality%3AHIPPA%20Form.pdf>

ATrack

Students are expected to obtain a subscription to ATrack (\$45 per academic year). ATrack is utilized to track clinical hours, complete evaluations and hold official program documents. It is the student's responsibility to log their clinical experiences, evaluations and clinical experiences in a timely manner.

Preceptor/Clinical Site Selection

Students are assigned to clinical education sites by the Coordinator of Clinical Education in consultation with the Program Director/Coordinator (PD/PC) and the core faculty. Students are to contact their assigned preceptor/s within the time frame designated by the Coordinator of Clinical Education and are responsible for any required orientation for the clinical site prior to the establish start date of the rotation.

Students will be assigned to four (4) clinical education rotations during their first academic year. These rotations will take place in the fall and spring semester and will encompass various clinical education sites.

In summer 2, students will enroll in the Clinical Practice III General Medical course. This will encompass a clinical experience at a clinic/physician office and include general medical hours.

In the second academic year, fall semester, the student will be enrolled in their clinical immersion experience, tied to their Clinical Capston course. This experience will be a 16-week rotation which will include a minimum of four (4) weeks completely immersed in the rotation. Total immersive experiences require full-time participation in the assigned clinical experience. Full-time participation is equivalent to a work week for an athletic trainer. Coordinator of Clinical Education will cover all required aspects as determined by current CAATE standards. The final spring semester will include a 16-week rotation to prepare students for the BOC examination and transition to practice.

Student Conduct and Compliance in the Academic and Clinical Settings

Students are to be compliant with all requirements of the academic and clinical education sites and the program. Students who are in violation of any requirements will be subject to disciplinary action which may include suspension or termination from the program as deemed fit by the MSAT program and university.

According to the EHHS Graduate Handbook, “A student who fails to maintain a 3.0 average is subject to dismissal. In addition, in order to qualify for graduation, students must maintain a 3.0 average for all graduate coursework. Grades below “C (2.0)” are not included toward completion of requirements for any graduate degree but are included in evaluating a student’s grade point average. A graduate student who earns more than 8 credit hours of grades lower than B, or more than 4 credit hours of grades lower than C is subject to dismissal.”

Classroom

MSAT students are to comply with the Code of Conduct established by the instructor of record for the course in addition to the University’s Code of Conduct for all KSU students.

Students are to

- a. arrive to class on time
- b. have appropriate materials and or preparatory information to complete each lesson

- c. be respectful to all faculty, staff, guests and students associated with the course
- d. be respectful of the appropriate use of materials and equipment in class
- e. help establish a non-threatening classroom environment that promotes learning for all students
- f. engaged in the lesson for the day
- g. follow the university Policy and Procedure for academic honesty and plagiarism

Failure to comply with these standards may result in

- a. removal from the classroom
- b. removal from course
- c. removal from university
- d. programmatic disciplinary notice/action
- e. university disciplinary notice/action
- f. legal action

Clinical Education

Students are to

- a. arrive to clinical rotation 10 minutes before the start of rotation
- b. dress appropriately for the clinical rotation – this is determined by the supervisor/preceptor at the clinical rotation (if in doubt MSAT students can wear game day KSU apparel)
- c. appropriate outdoor gear for in climate weather – determined by the supervisor at the clinical rotation
- d. observe the Ohio AT licensure and NATA code of ethics while providing patient care
- e. report any violation to their direct supervisor/preceptor and the CEC within 24 hours of the event
- f. actively engage with preceptors regarding patient care
- g. work towards the implementation of best clinical practice supported by EBP
- h. participate in patient care under the Ohio AT licensure scope of practice for ATS
- i. observe HIPPA regulations

Technical standards

The Master of Science Athletic Training Program (MSAT) at Kent State University requires students to engage in a vast array of didactic and psychomotor activities in both the classroom and clinical settings. It is important that the faculty and clinical staff disclose to the students the demands this program will expose them to. In an effort to provide an educational environment that enhances each student's cognitive and clinical understanding and application of knowledge and clinical skills it is important that both parties are aware of and understand any physical or academic accommodations that need to be addressed in order to maximize a student's learning outcome. In order to address this matter, the students are required to read and sign a technical standards form.

The form can be found in Appendix D of this manual

Absences

In the event an MSAT student is unable to attend clinicals the student must contact the CEC and their assigned preceptor as soon as possible before the start of the clinical rotation for the day.

Clinical rotations require MSAT students to interact with patient's during the execution of their clinical skills. It is important that students who are suffering from an illness and or injury do not put their patients of themselves at risk by attending clinicals.

The following guidelines outline the procedures a student suffering from an illness or injury are to follow:

Illness

- a. Students who are ill are required to obtain medical documentation to verify the illness and provide documentation and a return to clinical activities note if applicable.
- b. Students who require accommodations will need to register with SAS to establish which accommodations are necessary for a safe learning environment

Injury (technical standards)

- a. Students who have sustained an injury are required to contact the CEC and their assigned preceptor as soon as possible before the start of the clinical rotation
- b. Students who have sustained an injury during the execution of their clinical assignment are required to contact the CEC and their assigned preceptor at the time of the incident. An incident report must be filed within 24 hours of the injury with the clinical rotation site as well as the CEC.
- c. Students will need to receive a return to activity clearance from their treating physician that is cleared by the MSAT program’s medical director to make sure the student is able to safely complete the physical and or mental demands of the clinical rotation
- d. Students who require accommodations will need to register with SAS to establish which accommodations are necessary for a safe learning environment

<u>Absence</u>	Documentation	CEC	PC	Preceptor	MD	SAS
Unforeseen	X	X		X		
Illness	X	X		X	X	As needed
Injury (outside of clinicals)	X	X		X	X	As needed
Injury (during clinicals)	X	X		X	X	X

Student Complaints or Grievances

All clinical aspects of the MSAT program are directly linked to an academic course. Students who experience any issues in the classroom or clinical settings are to follow the following procedures

Student	Complaint	Academic	Clinical
Initial step	Student meets with appropriate supervisor to address concerns – students should have documentation to support the concern	Instructor of course	Preceptor CC: CEC
Second step	If matter is not resolve student take the information to next administrative level – student should have documentation from 1 st meeting with supervisor’s initial response	Program/curriculum coordinator Cc: instructor of course	CEC and Program coordinator Cc: preceptor
Third step	File formal grievance – follow university policy https://www.kent.edu/studentaffairs/student-ombuds-2/academic-complaints	Ombuds	Variety of different administration representatives including but not limited to preceptor’s supervisors, Ombuds, Title IX representative, State licensing board

In the event a student feels that their safety is endangered they may

- 1st remove themselves to a safe environment*
- 2nd contact police if necessary*
- 3rd contact CEC to inform of situation*
- 4th do not return to classroom or clinicals until your safety can be assured*

Students responsibility

1. contact appropriate supervisor/administrator within 24 hours of the event
2. provide any necessary documentation to support concerns
3. keep a log of the events and steps being taken to address
4. keep documentation of each encounter with a faculty member, preceptor, academic/clinical/program administrative representative

Clinical complaints

1. All complaints must be put in writing and entered into ATrack and signed off by the CEC, PD/PC, student and the preceptor within one day of completion – extensions may be given on case by case basis if the preceptor or administrator is out of town traveling for KSU business, in which case the document must be submitted and signed off within 1 day upon return
2. CEC and PD/PC are responsible for providing an outline of actions taken and a timeline of when each step is to be addressed

Legal complaints/charges

1. In the event a legal complaint has been filed the student may not return to clinicals until the student’s safety can be assured and appropriate legal concerns have been addressed

In the event the student is deemed to be a threat to the health, safety and well-being to individuals in the academic or clinical setting the following procedures apply

Academic

<u>Situation</u>	<u>PD/PC</u>	<u>School Director</u>	<u>Ombuds</u>	<u>Police</u>	<u>Other</u>
Non-threatening classroom disruption that negatively affects the learning environment	X				
Violent incident that puts faculty or others in harm’s way	X	X	If questions	X Contact immediately	If questions

Clinical

<u>Situation</u>	<u>Preceptor or Supervisor</u>	<u>CEC/PD/PC</u>	<u>School Director</u>	<u>Police</u>	<u>Other</u>
Non-threatening (inappropriate comments)	X	X			As needed
Asked to do something outside the scope of practice	X	X			As needed
Violent or threatening incident	X	X	X	X Contact immediately	As needed

Appearance Standards

The faculty of the MSAT program, our partner clinical agencies, and the clients we serve expect that students present a professional well-groomed and non-revealing appearance that reflects the nature of the program, profession, and facility. Safety and cultural awareness are also vitally important to consider in standards of appearance. Both faculty and students are to follow both the MSAT standards, and any additional standards of the research settings or clinical agencies to which they are assigned, which may be more stringent. Certain faculty, agencies, or specific units may establish additional appearance standards to those listed below.

Appearance			
Cleanliness	Meets the hygienic standards of clinical rotation	Clean and bathed	Students who do not comply with professional appearance guidelines may be asked to leave clinicals until a time they are able to meet minimum standards
Attire	Professional dress	Clothes clean and wrinkle free	
		Appropriate fit (adequately covering chest and gluteal region)	
		Meet standards of clinical rotation site	
		Khaki and Polo	
		Dress pants	
		Button down shirt, conservative sweater, tie	
Hair, Nails, Make up	Clean and groomed	Shoes – closed toe and healed, appropriate for clinical rotation (no clogs, sandals)	
		Long hair pulled back as not to interfere with patient care	
		Facial Hair neatly trimmer	
		Nails appropriate length that does not hinder appropriate and effective patient care	
		Conservative make up	
Compliance with established clinical rotation standards			
Jewelry	Conservative – must not interfere with patient care	No visible facial jewelry, nothing that can interfere with patient care	
Tattoos	All visible tattoos must be approved by preceptor.	Students may be asked to cover tattoos, depending on clinical setting	
Name Badges	Students will be required to wear MSAT program issued name badges at their clinical rotations. This is to ensure all personell recognize the student as part of the MSAT program. Students will be responsible for the cost of any lost or stolen name badges.		

Transportation

An integral part of the MSAT program is clinical exposure. In order to provide a well-rounded educational experience, students are required to engage in a collection of diverse clinical experiences that expose each student to unique and varied patient populations. These clinical rotations require the students to travel to different clinical sites. It is the student's responsibility to provide their own transportation as well as any additional cost associated with the clinical rotation including but not limited to transportation, gas and housing for immersive experiences. All clinical sites are within 45 minutes of the Kent campus.

Professional Liability Insurance

KSU has liability insurance that will cover MSAT students during their clinicals, as they are part of the academic program of study. However, personal liability insurance is required and is available at a modest price through many national associations. It is required that each MSAT student purchase liability insurance through a provider for students in allied health care professions. Due to the unique clinical nature of the Clinical Practice & Capstone courses, MSAT students are required to perform hands-on clinical skills, under the direct supervision of an BOC certified and state licensed athletic trainer and/or state licensed medical professional, including but not limited to physicians, physical therapists, physician's assistants, occupational therapist and nationally certified strength and conditioning specialist during their clinical hours. In order to provide the MSAT students with the optimal amount of protection, each MSAT student enrolled in a Clinical Practice/Capstone courses will be required to obtain MSAT student liability insurance, prior to the start of his/her clinical rotations. MSAT students may not begin their clinical rotations until they are able to provide the MSAT Program Director/Coordinator and Clinical Education Coordinator with documentation of a current student liability insurance policy.

Each MSAT student will be responsible for providing documentation of a current valid policy to the MSAT Program Director/Coordinator and Clinical Education Coordinator on an annual basis. In the event, there has been a change in status of a student's policy, or a student has decided to switch policies, the student must provide the appropriate documentation to the MSAT Program Director/Coordinator, Clinical Education Coordinator and any and all supervisors prior to beginning their assigned clinical rotations.

Documentation	Current for duration of Program enrollment	
Students personal file	Original	Updated annually
MSAT PD/PC	Photocopy	Updated annually (June 1st)
CEC file	Photocopy	Updated annually (June 1st)
Clinical Preceptors	Photocopy	Prior to start of rotation

Clinical Incident Reporting

Although every effort is made to ensure a safe academic and clinical environment, students may be exposed to situations that result in a student’s injury, illness or other distress. In order to address these situations, the student is required to report the incident directly to the academic supervising faculty or preceptor the day of the incident.

Due to the fact that the MSAT program encompasses numerous academic and clinical sites the student is required to review each clinical rotations Incident Report Policy and Procedures during their initial meeting.

In the event of an incident occurs the student is to:

Incident	Faculty	CEC	Preceptor
Physical Injury in classroom or lab	X		
BBP exposure event in classroom or lab	X		
Physical Injury in clinical setting		X	X
BBP exposure event in clinical setting		X	X

Student's responsibilities – Clinical

- | |
|---|
| a. Arrive to clinical rotation 10 minutes before the start of rotation |
| b. Dress appropriately for the clinical rotation – this is determined by the supervisor/preceptor at the clinical rotation (if in doubt MSAT student can wear game day KSU apparel) |
| c. Have appropriate outdoor gear for in climate weather – determined by the supervisor/preceptor at the clinical rotation |
| d. Observe the Ohio AT licensure and NATA code of ethics while providing patient care |
| e. Report any policy or ethical violation to their direct supervisor and the CEC within 24 hours of the event |
| f. Actively engage with preceptors regarding patient care |
| g. Work towards the implementation of best clinical practice supported by EBP |
| h. Participate in patient care under the Ohio AT licensure scope of practice for MSAT students |
| i. Observe HIPPA, BBP and other Occupational Standards for health and safety |

Student's responsibilities – Academic

- | |
|--|
| a. Arrive to academic class meeting on time |
| b. Dress appropriately for the class meeting including preparation for lab activities |
| c. Have appropriate materials and or preparatory information to complete for each lesson |
| d. Be respectful to all faculty, staff, guests and students associated with the course |
| e. Be respectful of the appropriate use of materials and equipment in class |
| f. Help establish a non-threatening classroom environment that promotes learning for all students |
| g. Engaged in the lesson for the day |
| h. Follow the university Policy and Procedure for academic honesty and plagiarism and other academic policies found in the KSU Policy Register |

Preceptor responsibilities

- | |
|---|
| a. Arrive on time and be present during all clinical rotations to engage the student in active learning |
| b. Have a basic working knowledge of baseline academic and clinical information students are exposed to in the MSAT program including academic and skills progression |
| c. Integrate clinical practice skills rooted in EBP |
| d. Acts as a positive professional role model who serves as an advocate of the profession of athletic training |
| e. Provides students with clinical opportunities that encourages the application academic and clinical knowledge and synthesizes evidence-based research |
| f. Provides productive and developmental learning environment centered in rigor and EBP support |
| g. Engages students in a variety of different responsibilities and skills associated with the domains of AT during clinical experiences |
| h. Be an AT in good standing with the BOC and Ohio OT,PT,AT Licensure Board |

Faculty responsibilities

- | |
|--|
| a. Arrive to class prior to the start of the formal class period |
| b. Provide appropriate supplemental material and anchor it in evidence-based practice when appropriate |
| c. Provide online materials in a timely manner and ensure the learning platform is optimized for student participation and progress updates |
| d. Come appropriately prepared for lesson (adequate EBP support when appropriate) |
| e. Be respectful of students and clinical subjects during classroom and clinical assessment exams |
| f. Establish a non-threatening classroom environment that promotes learning |
| g. Engage and provide constructive feedback that enhances student comprehension, critical analysis and application of information to develop an environment to enhances learning over time |
| h. Have a working understanding of information and clinical skills taught in pre-requisite and ATTR courses to enhance a comprehensive integrated understanding of material and to promote scaffolding of knowledge and skills |
| i. Provide prompt and meaningful feedback to students to enhance student learning |
| j. Acts as a positive professional role model who serves as an advocate for the profession of athletic training |
| k. Integrates the role of the 5 domains of AT throughout the academic course of academic course of study |
| l. Be an AT in good standing with the BOC and Ohio OT,PT,AT Licensure Board |

Appendix A – Graduate Student Research and Scholarship

*****ADD APPENDIX OF THE EHHS HANDBOOK**

The Athletic Training Program encourages and supports graduate student engagement in research and scholarship activities throughout their academic studies. Both the College of Education, Health and Human Services (EHHS) and University (KSU) provide support for students.

University Resources

The Graduate Student Senate Research Award is a competitive award that supports research or project-related expenses. This award is offered twice per year with application deadlines in the Spring and Fall semesters. Students are eligible to receive one Research Award per academic year. For more information, go to <https://www.kent.edu/graduatestudies/gss-research-award>

The Graduate Research Symposium is one the largest annual research events on campus. The event itself features oral and poster presentations by graduate students from a wide variety of disciplines. For more information on the event, visit <https://www.kent.edu/graduatestudies/research-symposium>

Awards and fellowship are available for graduate students. Complete information is available at <https://www.kent.edu/graduatestudies/awards>

The Three Minute Thesis is an event that allows graduate students to present research they are conducting for a thesis, dissertation, terminal project, as well as any other research project they are engaged in. The exercise develops academic, presentation, and research communication skills and supports the development of graduate students' capacity to effectively explain their research in three minutes in a language appropriate to an intelligent, but non-specialist audience. For more information, please see <https://www.kent.edu/graduatestudies/3mt>

Before you implement research that involves the use of human subjects, your project must be reviewed and approved by the Kent State Institutional Review Board (IRB). The IRB is responsible for ensuring that the research adequately protects the rights and welfare of study participants. For more information, please see <https://www.kent.edu/research/office-research-compliance/research-human-subjects-irb>

College Resources

The Center for International and Intercultural Education provides funding opportunities for students who wish to travel abroad. The grants are competitive and awarded by an advisory council. For more information, please see <https://www.kent.edu/ehhs/centers/ciie/grants>

EHHS Graduate Student services provides guidelines and information on any research and/or thesis projects that you may be required to complete. The information ranges from the process of

forming a thesis committee to how to complete the required paperwork. For more information, please see <https://www.kent.edu/ehhs/ogs/masters-students>

External Organizations

The NATA Research and Education Foundation offers both research grants and academic scholarships for qualified students. Both grants and scholarships that are awarded by the NATA REF are administered by the REF and not affiliated with the Athletic Training Program. For more information, please see <https://natafoundation.org>

The OATA also offers both research grants and academic scholarships. Students must apply through the OATA for consideration. Grants and scholarships are awarded on an annual basis. For more information on OATA research grants, please see https://oata.starchapter.com/Research_and_Grants_Committee

For additional information on OATA scholarships, please see https://oata.starchapter.com/Scholarship_Committee

Appendix B – Code of Ethics (Ohio OT, PT, AT Licensing Board)

Chapter 4755-41 Code of Ethics

4755-41-01 Code of ethical conduct.

The following basic principles make up the code of ethical conduct for the practice of athletic training in the state of Ohio. When a person becomes a licensed athletic trainer they assume certain ethical obligations and responsibilities. An athletic trainer whose conduct is not in accordance with the principles set forth in the following code of ethical conduct shall be considered in violation of the Revised Code.

(A) Athletic trainers shall respect the rights, welfare, and dignity of all persons.

(1) Athletic trainers shall show no discrimination in their efforts while performing duties.

(2) Athletic trainers shall provide care on the basis of the needs of the person.

(3) Athletic trainers shall be committed to providing competent care consistent with both the requirements and limitations of their profession.

(4) Athletic trainers shall obtain informed consent from the patient.

(a) An athletic trainer, unless otherwise allowed by law, shall not provide patient care without disclosing to the patient or the patient's representative, the benefits, substantial risks, if any, or alternatives to the recommended examination or intervention.

(b) Information relating to the athletic trainer-patient relationship is confidential and may not be communicated to a third party not involved in that patient's care without the prior written consent of the patient or the patient's representative, or unless otherwise allowed by law. Information must be disclosed when required by law for the protection of the patient or the public.

(5) Athletic trainers shall respect the rights, knowledge, and skills of colleagues and other health care professionals.

(6) Athletic trainers shall not, by their conduct, publicly discredit or lower the dignity of the members of the profession.

(7) Athletic trainers shall not engage in conduct that constitutes harassment or verbal or physical abuse of, or unlawful discrimination against, clients, students, and/ or colleagues.

(B) Athletic trainers shall comply with the laws and regulations governing the practice of athletic training.

(1) Athletic trainers shall comply with the laws and rules of the state of Ohio and any applicable local and federal laws governing the practice of athletic training.

(2) Athletic trainers shall protect the public and the profession by reporting any conduct that they consider unethical, illegal, or incompetent to the athletic trainers section of the Ohio occupational therapy, physical therapy, and athletic trainers board.

(3) Athletic trainers shall not practice athletic training while the ability to practice is impaired. With regard to its charge to protect the public, it is the policy of the athletic trainers section to discipline and/or restrict the practice of any licensed athletic trainer with an impairment that prevents the athletic trainer from practicing athletic training with reasonable skill. "Impaired practitioner" means, as defined in the "Professional Practice and Discipline Guidelines and Procedures 2017-2018" from the board of certification, inc., "a person with a physical or mental condition, including deterioration through aging, loss of motor skill, or excessive use or abuse of drugs including alcohol, that prevents one from practicing athletic with reasonable skill and safety to patients. Types of impairments may include, but are not limited to: substance abuse, personality disorders/disruptive behavior, physical impairments, and psychological impairments. If an athletic trainer's or an applicant's ability to practice is in question, the person shall submit to a physical or mental examination or drug/alcohol screen with a provider chosen by the athletic trainers section and at the athletic trainer's cost to determine whether the athletic trainer's abilities are impaired.

(C) Athletic trainers shall accept responsibility for the exercise of sound judgment in protecting the public and the profession of athletic training.

(1) Athletic trainers shall not misrepresent in any manner, either directly or indirectly, their skills, training, professional credentials, title, identity, or services.

(2) Athletic trainers shall provide only those services for which they are qualified via education and/or experience.

(3) Athletic trainers shall not guarantee the results of any training, consultation, or therapeutic procedure. A reasonable statement of prognosis is not improper, but successful results are dependent upon many uncontrollable factors, hence, any warranty is deceptive and unethical.

(4) Athletic trainers shall not cheat or assist others in conspiring to cheat on the national certification examination or the state jurisprudence examination.

(D) Athletic trainers shall maintain and promote high standards in the provision of services.

(1) Athletic trainers shall strive to achieve the highest level of competence.

(2) Athletic trainers shall recognize the need for continuing education and participate in various types of educational activities that enhance their skills and knowledge in accordance with continuing education guidelines for the profession.

(3) Athletic trainers shall keep accurate records for all areas of injury management.

These shall include, but are not limited to, standard operating procedures, written referrals, personal injury reports/initial evaluation, and daily care rendered/rehabilitation logs. These records shall be in paper or electronic format and secured according to legal statutes regarding confidentiality.

"Standard operating procedure" means a written referral relationship that consists of a plan of care communicated between the health care professional listed in division (A) of section 4755.60 of the Revised Code or rule 4755-41-01 of the Administrative Code and the athletic trainer, and shall include procedures for assessment and treatment.

- (4) Athletic trainers shall not document or bill for services not actually provided.
 - (5) Athletic trainers shall only seek compensation that is reasonable for the athletic training services delivered. Athletic trainers, regardless of the practice setting, shall safeguard the public from unethical and unlawful business practices.
 - (6) Athletic trainers shall not intentionally or knowingly offer to pay or agree to accept any compensation, directly or indirectly, overtly or covertly, in cash or in kind, to or from any person or entity for receiving or soliciting patients or patronage, regardless of the source of the compensation.
 - (7) Athletic trainers shall not influence a patient or the patient's family to utilize, purchase, or rent any product or equipment based on the direct or indirect financial interests of the athletic trainer. Recommendations of product or equipment must be based solely on the therapeutic value of that product or equipment to the patient. An athletic trainer who owns or has a direct financial interest in an equipment or supply company must disclose the financial interest to the patient if the athletic trainer sells or rents, or intends to sell or rent, to the patient.
 - (8) Athletic trainers shall ensure the patient's rights to participate fully in their care, including the patient's right to select the athletic training provider, regardless of the practice setting.
 - (9) Athletic trainers shall safeguard the public from underutilization or overutilization of athletic training services by providing only those services appropriate and prudent in the provision of care.
 - (10) Athletic trainers shall provide accurate and relevant information to patients about the patients' care within the scope of confidentiality statutes.
 - (11) Athletic trainers shall provide accurate and relevant information to the public about athletic training services.
 - (12) Athletic trainers shall report to the athletic trainers section any unprofessional, incompetent, unethical, or illegal behavior of an athletic trainer of which the person has knowledge. An obligation to report is inherent in the profession.
 - (13) Athletic trainers shall adhere to the minimal standards of acceptable prevailing practice. Failure to adhere to minimal standards of practice, whether or not actual injury to a patient occurred, includes, but is not limited to, practice or use of tasks, knowledge, and skills that are not valid with the current professional practice of athletic training. These tasks, knowledge, and skills should reflect current practice trends and supported in the literature as evidence-based practices.
- (E) Athletic trainers shall not exploit persons served professionally.
- (1) Athletic trainers shall not accept persons for treatment if benefit to the person cannot reasonably be expected.
 - (2) Athletic trainers shall not continue treatment without reasonable expectation of further benefit to the patient.
 - (3) Athletic trainers shall not place financial gain above the welfare of the patient and shall not participate in any arrangement that exploits the patient.

(4) Athletic trainers shall not have a romantic or dating relationship or engage in any sexual activity with any patient, or engage in any conduct that may reasonably be interpreted by the patient to be sexual, whether consensual or nonconsensual, while a practitioner/ patient relationship exists. In the case of minors, the practitioner/ patient relationship extends to the minor's parent or guardian.

(a) An athletic trainer shall not intentionally expose or view a completely or partially disrobed patient in the course of treatment if the exposure or viewing is not related to the patient diagnosis or treatment under current practice standards.

(b) An athletic trainer shall not engage in a conversation with a patient that is sexually explicit or tacitly imply sexually implicit intentions during the athletic training plan of care.

(5) An athletic trainer shall not engage explicitly or tacitly in harassment of patients, the parent/guardian of a minor patient, students, or colleagues. Harassment includes, but is not limited to, racial, political, ethnic, religious, gender and gender identification, sexual orientation, age, disability, marital status, or veteran status. Harassment includes making unwelcome sexual advances, requesting sexual favors, engaging in other verbal or physical conduct of a sexual nature, intimidating words or actions, or words or actions that demean, threaten or offend a victim where such actions result in:

(a) Withholding athletic training services to a patient;

(b) Creating an intimidating, hostile, or offensive environment for the patient;

or

(c) Interfering with the patient's ability to recover.

(F) Cooperation.

Athletic trainers shall cooperate with an investigation by the athletic trainers section. Failure to cooperate is conduct detrimental to the best interest of the public and grounds for disciplinary action. Cooperation includes responding fully and promptly to any questions raised by the athletic trainers section and providing copies of the medical records and other documents requested by the athletic trainers section. Failure to comply with paragraphs (F)(1) to (F)(7) of this rule may be grounds for disciplinary action pursuant to section 4755.64 of the Revised Code and in accordance with Chapter 119. of the Revised Code.

(1) A license holder shall respond fully and truthfully to a request for information from the athletic trainers section.

(2) A license holder shall comply with a subpoena issued by the athletic trainers section.

(3) A license holder shall provide information or documents within the time frame specified by the athletic trainers section.

(4) A license holder shall appear and provide information at an interview requested by the athletic trainers section.

(5) A license holder shall not deceive, or attempt to deceive, the athletic trainers section regarding any matter, including by altering or destroying any record or document.

(6) A license holder shall not interfere with an investigation or disciplinary proceeding by willful misrepresentation of facts before the agency or the athletic trainers section, or by use of threats or harassment against any patient or witness to prevent the patient or witness from providing evidence in a disciplinary proceeding or any other legal action.

(7) A license holder shall not refuse to provide testimony in an administrative hearing.

Effective: 10/14/2019 Five Year Review (FYR) Dates: 10/19/2023 Promulgated Under: 119.03 Statutory Authority: 4755.61 Rule Amplifies: 4755.61 Prior Effective Dates: 07/08/1991, 04/27/1996, 05/01/2004, 10/01/2004, 05/01/2009, 05/01/2010, 05/01/2013, 10/19/2018

Appendix D – Links

Admission Policies and Procedures

Department, Policies and Procedures	Link
Academic Standing – Graduate Student	http://catalog.kent.edu/academic-policies/academic-standing-graduate-student/
Student Leave of Absence Policy	http://catalog.kent.edu/academic-policies/leave-absence-graduate-students/
Dismissal, Appeal and Reinstatement	http://catalog.kent.edu/academic-policies/dismissal-appeal-graduate/
Graduate Studies	https://www.kent.edu/graduatestudies

Useful Links

Office/Department	Link
Academic Calendars and Deadlines	http://www.kent.edu/registrar/calendars-deadlines
KSU Catalog	http://catalog.kent.edu/
KSU Policy Register	https://www.kent.edu/policyreg
Division of Graduate Studies	https://www.kent.edu/graduatestudies
BlackBoard Support Help	http://help.blackboard.com
Student Accessibility Service (SAS)	https://www.kent.edu/sas
Title IX office	https://www.kent.edu/sss
FERPA	https://www.kent.edu/registrar/ferpa
Dean of Students	https://www.kent.edu/studentaffairs/dean