



MASTER OF ATHLETIC TRAINING

PROGRAM HANDBOOK

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Introduction

Vision Statement:

The vision of the Youngstown State University (YSU) Master of Athletic Training Program (MAT) is to be known for its advancement and development of athletic trainers who enhance the health and wellness of their patients and advance the quality of athletic training healthcare through an evidence-based approach.

Mission Statement:

The mission of the Youngstown State University Master of Athletic Training program is to provide an innovative, rigorous, inclusive, diverse, and comprehensive educational experience to students. Upon completing the program students will become holistic healthcare providers who are competent and confident in their skills to deliver healthcare across the scope of athletic training practice. The program will utilize an educational approach that will build and foster patient centeredness, interprofessional collaboration, critical thinking, leadership, and best practices in athletic training healthcare.

Program Goals & Objectives:

To accomplish the mission of the Athletic Training Program, several goals and objectives have been developed to allow for continuous assessment of the program. The goals of the program are:

1. Prepares students to be successful on the credentialing exam.
2. Provide students with faculty and preceptors who will provide quality learning experiences in the classroom and through clinical application.
3. Provides students with education and educational opportunities to utilize best practices and patient centeredness when making clinical decisions to provide quality healthcare.
4. Provide students with the opportunities to demonstrate and develop effective communication skills with patients, colleagues, and other healthcare providers in accordance with legal and ethical standards of athletic training practice.
5. Implements and provides students with a framework for successful demonstration of foundational behaviors and dispositions expected of healthcare professionals in all interactions with patients, colleagues, and other healthcare practitioners.
6. Provide students with the mentorship and educational support to develop confidence in their athletic training healthcare knowledge and skills to be prepared to transition to autonomous clinical practice.

The Student Learning Outcomes that will be used as benchmarks for the success of student learning are:

1. Students will be able to identify injury, illness, and risk factors associated with all patients within the scope of athletic training and implement all components of a comprehensive wellness and injury prevention plan.
2. Students will be able to conduct a thorough clinical evaluation of all injury and illness that may present themselves in the healthcare setting and formulate a diagnosis that will guide the care to be provided and/or make appropriate referrals to collaborate with the future and ongoing healthcare for the patient.

3. Students will be able to provide appropriate emergency and acute care for all acute injuries and illnesses according to accepted standards and procedures, including effective communication for appropriate evaluation, diagnosis, care, referral, and follow up care.
4. Students will be able to plan and implement a comprehensive therapeutic intervention plan for injuries and illness, including short- and long-term goals, for optimal healthcare and return to normal function and health.
5. Students will be able to plan, coordinate, and supervise the administrative components of athletic training clinical practice, comply for the most current professional standards of practice, state and federal regulations, and develop a commitment to life-long learning and evidence-based clinical practice.

Accreditation:

Youngstown State University's MAT program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The MAT was initially accredited in 2016. The program was awarded 10-year reaccreditation on 8/9/2023. The next accreditation cycle is scheduled for the 2032-2033 Academic Year.

Admissions Policy:

Students are eligible for admission into the MAT should they meet the following criteria (also found at: <https://ysu.edu/kinesiology-and-sport-science/athletic-training-program-admission-requirements>):

- Must be enrolled in YSU's Accelerated Exercise Science degree track or an Affiliated Institution OR have earned a bachelor's degree from an accredited institution prior to the start of the MAT program in May.
- Complete the following prerequisite or equivalent courses with a minimum grade of "C":
 - Human Anatomy & Physiology I or Gross Anatomy (BIOL 1551/L or BIOL 3705)
 - Human Anatomy & Physiology II or Human Physiology (BIOL 1552/L or BIOL 3730)
 - General Biology I and Lab (BIOL 2601/L)
 - General Chemistry and Lab (CHEM 1515/L)
 - Physics I and Lab (PHYS 1501/L or PHYS 1506)
 - Kinesiology or Biomechanics (KSS 3720/L)
 - Exercise Physiology (KSS 3710)
 - General Psychology (PSYC 1506)
 - Nutrition (FNUT 1551)
 - Statistics (KSS 3705)
- Materials to be submitted as supplemental materials (through online application portal)
 - A personal statement (2 page maximum) discussing personal and professional influences that led you to want to pursue a career in athletic training, and short- and long-term goals that you have for your education and future professional career.
 - A current resume.
 - Official transcripts from all College/Universities attended. Applicants must have an undergraduate cumulative GPA of at least 3.0 on a 4.0 grade point scale for

admission into the MAT program. All applicants must receive a “C” or better in all prerequisite coursework.

- Proof of a minimum of 40 observation hours with an Athletic Trainer.
- Verification of CPR for Basic Life Support.
- Must be able to meet the minimum technical standard requirements and complete the technical standards document. [YSU Technical Standards](#).
- A pre-admission interview is required for all non-accelerated track applicants. Applicants will interview with program faculty and other assigned programmatic stakeholders. Qualified applicants will be invited for the formal interview within 30 days of submitting their application for admission with all required materials.
- The deadline for application submission is April 10. International students must submit applications by December 18th to the program and January 1 to the College of Graduate Studies. All applications will be reviewed by program faculty. *Applications, except International student, after this deadline will be accepted and reviewed, however, acceptance into the MAT program will be dictated by the space and enrollment in the current cohort.*
- Be admitted to the University Graduate School upon acceptance to the MAT Program.

Admission to the YSU MAT is competitive with twenty (20) seats available in each cohort. Admission is not guaranteed by meeting the minimum program admission standards.

Advisor/Mentor:

Upon acceptance of admission into the MAT Program, all students will be assigned a faculty advisor. The advisor will meet with advisees a minimum of once per semester to assess student progress in the program, clinical education, professional aspirations, etc. All faculty associated with the program are available to any student at any time. Since the program follows a cohort model the advisor will not be advising on course scheduling.

Transfer Students:

Students interested in transferring to the MAT Program at Youngstown State University must meet all admission requirements. In accordance with the Youngstown State University Graduate School Transfer Credit Policy, the Athletic Training Program may accept a maximum of **12** graduate credits (20% or less of the total required credits of graduate coursework) earned from another institution beyond a bachelor’s degree, subject to approval by the MAT faculty.

Acceptance of transfer credits for a course is dependent upon the following provisions:

- The student received a grade of 3.0 or better on a 4.0 scale
- The course was taken at an accredited institution
- The course was relevant, as judged by the Program Director upon review of the course syllabus, to the Athletic Training Program
- The course is listed on an official transcript received by Graduate Admissions
- The course will be no older than 6 years at the time of graduation from the program

Students who have completed graduate athletic training coursework at another Athletic Training Program accredited by the Commission on Accreditation of Athletic Training

Education (CAATE) or students who have completed graduate credits from a non-CAATE accredited program may apply for transfer credit.

Transfer credits will be reviewed by the Program Director and MAT faculty on a case-by-case basis. The Program Director may request additional documentation to render a decision on transfer credits. Graduate credit is not awarded for life experiences.

If admitted to the MAT program, transfer students will be required to complete all courses in the prescribed sequence. Transfer students will be required to enroll in all clinical education courses to graduate from the program.

Extra-Curricular Involvement:

An example of extra-curricular involvement is identified as involvement as a student athlete, band member, etcetera.

Students involved in time consuming extra-curricular activities are eligible to apply for admissions into the Master of Athletic Training Education Program. It should be noted that it is not possible to complete the program requirements without full cooperation from the athlete's coaching staff, band directors, or club leadership.

Clinical experience assignments during the athletic training student's "in-season" may be deferred to the off-season prior to or after the season, upon approval by the Program Director.

While the program supports students participating in extra-curricular activities and athletics, participation during the second year of the program is strongly discouraged. The time commitments to both program and athletics is challenging and can lead to negative outcomes with clinical experiences, capstone project outcomes, and preparation for the BOC certification exam. Exceptions to this participation in athletics during the second year will be addressed on a case-by-case basis between program faculty, student, and coach.

Program faculty recognize and value the importance of students maintaining employment while enrolled in the program. We fully support students in balancing work and study commitments. However, due to the significant time demands associated with coaching positions, students are not permitted to hold such roles during their enrollment. Coaching responsibilities can interfere with the completion of clinical experiences and hinder the comprehensive learning process. Non-compliance with this policy will result in disciplinary action.

Program Academic Requirements

The MAT follows a cohort model which requires all students to be enrolled full time for six (6) academic semesters. Cohorts will annually begin matriculation through the program beginning in the first summer semester. The curriculum consists of a 64-credit hour curriculum focused on the basic and advanced knowledge needed to be a successful athletic trainer as defined by the NATA, BOC, and CAATE.

All MAT classes will utilize the approved YSU grading scheme:

- A = 90 - 100%
- B = 80 – 89%
- C = 70 – 79%
- D = 60 – 69%
- F = Below 59%

Academic Policies and Matriculation:

Continuance into the Youngstown State University Master of Athletic Training Program requires a continued level of academic and clinical excellence.

1. Satisfactory fulfillment of program requirements is the responsibility of the student.
2. Normal progression toward completion of the program requirements will be monitored by the student, the student's academic advisor, and Master of Athletic Training Education Program Director.
3. Students are evaluated in the following categories:
 - a) Academic Achievement (minimum 3.0 cumulative GPA)
 - b) Clinical Experience Evaluations
4. A student falling below a **3.0 cumulative GPA** at the end of a semester will be placed on Advisement for the following semester.
5. A student on Advisement must attain a 3.0 cumulative GPA at the end of that semester to return to good standing. A student who fails to meet this requirement will be placed on Final Advisement for the next semester.
6. A student on Final Advisement will be removed from the clinical setting for the duration of the semester and must attain a 3.0 cumulative GPA at the end of that semester. Failure to meet this requirement will result in dismissal from the Master of Athletic Training Program.
7. No grade lower than a 2.0 ("C") will be considered acceptable in any MAT course. If a student receives one (1) course grade at a "D" in any MAT course, they will be placed on Advisement status. If a student receives two (2) grades at or lower than a "D" in a single semester or during the duration of enrollment, the student will be dismissed from the program, regardless of GPA.
 - (1) If a student receives an "F" grade in any MAT course during any semester, regardless of GPA, they will be dismissed from the program.
8. If a student receives "C" grades in 2 clinical practice courses, the student will be dismissed from the program
 - (1) This determination is per the Graduate College providing programs the freedom to identify the amount of "C" coursework permitted to continue matriculation towards successful completion. See Graduate College Policy. Because successful demonstration of skills, knowledge, and abilities during clinical experiences is the cornerstone of the programs mission, the program firmly believes that student success in these practicum courses is vital to their future success as healthcare providers.
9. Students must attain a "Competent" level ranking or better by the third and final clinical evaluation. Clinical evaluations are a combination of a Professional Dispositions score and a Professional Clinical Practice score.

If a student scores below the minimum level, they will immediately be placed on Advisement. The student has until their next evaluation to achieve the minimum standard. If the student remains below the minimum standard, they will be placed on Final Advisement from the program for one semester. The student must then meet with the Athletic Training Advisory Board for re-admittance.

10. Students must maintain current certification in CPR, and the YSU Blood Borne Pathogens training throughout the duration of the program.
11. Failure to maintain standards will result in Advisement, Final Advisement, or dismissal from the Master of Athletic Training Program.

**** Students admitted to the MAT on a provisional status (i.e. GPA below 3.0) must hold a 3.0 cumulative GPA or they will be dismissed from the Program. Standard is regulated by the YSU College of Graduate Studies.**

Course Withdrawal Policy:

The MAT program follows the YSU, and the College of Graduate Studies policies related to course withdrawal and refund of tuition and fees. The full policy can be found at:

<https://catalog.ysu.edu/graduate/general-information/academic-policies-procedures/withdrawal-from-course/>

MAT Graduation Requirements:

1. Completion of the MAT curriculum including didactic course work and clinical education requirements.
2. Cumulative Grade Point Average of 3.0 or better.
3. Completion (research/defense/presentation) of Capstone Project.
4. No more than 9 credits of "C" grades.
5. No more than 2 clinical practice courses with a "C" grade.
6. Please refer to the College of Graduate Studies website for all Graduate Studies requirements and Policies: <http://catalog.ysu.edu/graduate/general-information/academic-policies-procedures/>

Program Costs:

Students are responsible for all required fees associated with this program. These required fees include, but are not limited to:

- Students are responsible for gas mileage to and from off-campus clinical sites
- Yearly required FBI/BCI Background Check = Price varies
- NATA Membership = \$75-100 yearly.
- BOC Certification Examination = \$335-360.00
- Admitted students may acquire costs for a physical examination and required immunizations. Students can get these requirements completed wherever they choose (i.e. family physician).
- A one-time \$300 Program Fee is applied during the Summer 1 session. The purpose of this fee is for clinical supplies needed as well as uniforms.

MAT Course & Lab Fees:

MAT 6908	\$300.00	MAT 6916	\$100.00	MAT 6946	\$100.00
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MAT 6901	\$100.00	MAT 6925	\$100.00	MAT 6948	\$50.00
MAT 6902	\$100.00	MAT 6926	\$100.00	MAT 6949	\$100.00
MAT 6903	\$100.00	MAT 6930	\$50.00	MAT 6977	\$200.00
MAT 6910	\$100.00	MAT 6936	\$100.00		
MAT 6915	\$100.00	MAT 6938	\$50.00		

Orientation:

Each student is required to attend yearly MAT Student Orientation held prior to the academic year. The student may not begin assigned clinical education experiences until the MAT Student Orientation has been completed. The MAT First Year Student Orientation will occur prior to the start of summer courses.

Objective Structured Clinical Examination

Objective Structure Clinical Examinations (OSCE) are utilized by the program to ensure that students are learning and able to demonstrate skills and knowledge deemed vital to growth and development of students. OSCE's will be conducted at the end of the semester in the following clinical practice courses; MAT 6910, MAT 6930, and MAT 6948.

Each OSCE will utilize a minimum of three (3) assessors to evaluate each student's knowledge and skill ability. Student's knowledge and skill demonstration will be evaluated using the following criteria:

Fully Met (2): The student fully met the expectations with the use and demonstration of the skill. Hand placement, patient positioning, direction of movement, and parameters are all correct. The student provides education about the skill, including but not limited to; benefit, indication, recognition of contraindications, and patient feedback. Student expectations are provided for each skill.

Partially Met (1): The student incorporated some of the expectations for proper demonstration of the skills. Did not completely utilize correct hand placement, patient positioning, direction of movement, and parameters were partially correct. The student did not fully provide the patient with patient education on the benefit, indication, recognition of contraindications, or gather patient feedback. Student expectations are provided for each skill.

Not Met (0): The student did not meet any of the expectations of the use and demonstration of the skill. Incorrect movement, patient positioning, and parameters will all incorrect, or were not safely demonstrated and could cause potential harm to a patient. The patient was not provided any education. Student expectations are provided for each skill.

Students overall score will be calculated as the average score across the number of the assessors. The students must achieve the following aggregate totals for each OSCE to successfully progress to the subsequent clinical experience. Students will need to reach an 80% for each OSCE examination.

During the final weeks of each clinical practice course which has an OSCE students will be provided a maximum of **three (3)** opportunities to reach the OSCE benchmark scores. Each OSCE exam will account for **30%** of the final grade for each clinical practice course. For each of the three attempts, below is how each attempt will be calculated to the student's grade for the OSCE category. Students meeting the benchmark will have successfully completed the OSCE requirements. If the benchmark is not met, students will have an opportunity for a second attempt at the OSCE exam with a different version the following week. A student that achieves the benchmark score on the second attempt will have met the OSCE requirements for the course. If a student does not achieve the benchmark score on the second attempt, the student will be given a third attempt at the OSCE exam with a different version the following week. The third attempt will be the final attempt at the OSCE for the student. If they meet the benchmark, they have successfully met the OSCE requirements. Those that do not meet the benchmark on the third attempt will trigger the remediation process outlined in the following section.

- First attempt: Successfully reaching the 80% benchmark = 100%
- Second attempt: Successfully reaching the 80% benchmark = 80%
- Third attempt: Successfully reaching the 80% benchmark – 70%
 - Failure to achieve 80% = student will receive a 60% for the OSCE.

Students not successfully meeting the aggregate benchmark will not be allowed to progress to their next clinical experience and will be provided a remediation plan. The remediation plan will provide the student with feedback from the assessors across all three attempts on the areas in which performance did not fully meet expectations and recommendations to improve, as well as feedback and recommendations from Program Faculty. The student will be provided with written expectations as well as required work submissions that demonstrate effective practice and enhanced learning. Within the timeline outlined in the remediation plan, the student will have the opportunity to demonstrate their knowledge and skills that were outlined. If the performance is deemed to meet the benchmark, the student will be permitted to begin their next clinical experience. If a student does not successfully meet the benchmark total for the OSCE, they will be provided a new remediation plan and will be unable to participate in their clinical experience until they meet the benchmark. In situations where multiple remediation attempts are unsuccessful, policies outlined in the Program Discipline, and Programmatic Remediation sections may be enacted. These plans will be established with program faculty, PD, CCE, and other stakeholders.

Clinical Education Requirements

Criminal Background Check and Fingerprinting:

Prior to a student's clinical experience at a high school or any setting that provides healthcare to minors the student must undergo and successfully pass a criminal background check and fingerprinting. Fingerprinting can be completed at the Bureau of Motor Vehicle. Any cost associated with the background checks and fingerprinting will be the responsibility of the student. The program will require all students to annually complete this process in the summer prior to the start of fall clinical experiences.

Emergency Cardiac Care and Training:

Prior to the start of the student's clinical experience, the student is required to have a current CPR and AED certification. The program will offer opportunities for re-certification during MAT 6901, MAT 6978, and prior to graduation, which will provide the student with American Red Cross Basic Life Support certification. If a student does not have a current ECC certification they will be prohibited from participating in their clinical experience until they obtain a current ECC certification. The program will cover all costs associated with ECC certifications while the student is enrolled in the program.

Liability Insurance:

Students enrolled in the MAT are covered by the University's professional liability insurance. Liability insurance is renewed annually. Verification of coverage and proof of the Memorandum of Insurance is available through the Coordinator of Clinical Education. The cost is paid for by the University.

Health Physical & Immunization:

All MAT students must submit immunization records prior to the start of the first fall Clinical Practice course. YSU does not have an Immunization Policy, however the MAT student must show proof of immunizations to participate in clinical experiences at select clinical sites. In addition, the student must show proof of a negative Tuberculosis (TB) test prior to the start of their first clinical experience. For certain clinical experiences students may be required to complete the TB test annually. Costs associated with any required immunizations and TB testing are the responsibility of the student. Immunization records will be securely held by the Program Director.

Any student failing to complete and submit the required health documents by the start of their clinical experience will be prohibited to attend their clinical experience until done so. The student may be subject to programmatic discipline (see Discipline Policy).

Technical Standards:

The technical standards set forth by the YSU 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 to meet the expectations of the program's accrediting agency (Commission on Accreditation of Athletic Training Education). The Technical Standards for Admission form (Appendix B) outlines the physical, behavioral, and intellectual capacities necessary for admission and retention in the MAT program.

Transportation:

Students are expected to assume responsibility for their own transportation to the various clinical education experience assignments that are off campus. Please note that the Program Director and Coordinator of Clinical Education will attempt to work with those students who do not have their own transportation but remember that the student has the ultimate responsibility in making sure that they arrive to their clinical experience assignment on time.

Athletic Training Clinical Experiences:

The clinical experience provides the student with opportunities to integrate knowledge and skills within the context of direct patient care. During the clinical experience, the student will be responsible for injury and illness prevention, recognition, management, and/or rehabilitation for patients in various settings. The clinical experience allows for formal/informal learning, practice, and application of the professional Athletic Training Standards in a clinical environment.

Students will be provided the opportunity to experience providing healthcare to the physically active population. Clinical experiences will expose the student to physically active individuals sustaining injuries and illnesses, participate in equipment intensive sports, high school athletics, and general medical conditions.

Clinical experience assignments are based on a multifaceted approach. The CCE is responsible for determining each student's assignment for the upcoming clinical experience in consultation with the PD. Every assignment is based on but not limited to the following: clinical knowledge and skill usage of the student, availability of preceptor and clinical site that can meet the current need of the student, student preference, student career aspirations, etc. The program has a **Zero** tolerance for discrimination. Student clinical assignments will never be based on academic success, sexual orientation, biological sex, gender identity, race or color, physical or mental abilities, national origin, age, religion, or veteran/military status. If a student believes they have been discriminated against they should file a formal complaint with the PD or may file a formal grievance with the Academic Grievance Committee at YSU. The formal grievance document can be found here: <https://ysu.edu/sites/default/files/Academic%20Grievance%20Form.pdf>

Coordinator of Clinical Education:

Morgan Bagley PhD, AT, ATC

The athletic training clinical experience is monitored by the Coordinator of Clinical Education (CCE). Clinical experiences for each athletic training student are established by the CCE, in consultation with the Program Director. It is the CCE's responsibility to ensure that the students' clinical experience provides meaningful learning opportunities while fulfilling requirements established by the NATA, BOC, and CAATE.

Preceptors:

The MAT Program uses preceptors to supervise clinical education experiences and to assess clinical skills of the student as a requirement of accreditation. Preceptors are certified athletic trainers (ATC) or physicians (MD/DO). All other recognized health care professionals, who are in good standing with their respective credentialing body and are able, may provide students with clinical learning opportunities, but will not be evaluating student learning or clinical skills. The Preceptor must participate in an initial Preceptor Workshop offered by the MAT program. Preceptors will participate in annual preceptor training and programmatic updates occurring prior to the start of the Fall semester. Preceptors are offered frequent workshops by the program, available to all healthcare professionals who provide educational opportunities to the MAT students.

Preceptors must provide direct visual and auditory supervision for the students assigned to them. The preceptor works with a student to develop competency in their clinical skills in the assigned clinical experience delineated by the MAT clinical practice courses.

Clinical Sites:

The MAT Program utilizes a variety of clinical sites in the greater Youngstown area, Ohio, Pennsylvania, and other locations in the United States to provide clinical learning opportunities to students. These sites include but are not limited to colleges and universities, high schools, physician's offices, professional sports teams, physical therapy clinics, chiropractic clinics, and emergency medical services. At the discretion of individual clinical sites, additional policy and procedure expectations may be put in place and expected of the student participating in clinical learning experiences that are above the requirements of the MAT program.

Class and Laboratory Expectations

Attendance:

Faculty in the MAT program expects students to value and understand the importance of attendance and participation in all learning opportunities. Students are expected to be present in all enrolled classes and other mandatory learning opportunities. In the case of an absence (excused or unexcused) it is the responsibility of the student to contact the course instructor for any missed material and assignments. Failure to attend a class, lab, or other mandatory learning opportunities without permission from the course instructor or program administrator will be identified as an unexcused absence. Unexcused absences will result in a five (5) point deduction from the student's final grade for each unexcused absence. More than two (2) unexcused absences will result in programmatic discipline (see Discipline Policy). In addition, students who arrive late to class, after the sessions start time, will be asked to leave the class session for the day and will receive an unexcused absence.

If a student anticipates they may miss a learning session, it is the responsibility of the student to notify the course instructor prior to the start of the learning session. It is at the discretion of the course instructor to determine if an absence is excused or not. Work requirements **will never** be grounds for an identified excused absence from any learning opportunity.

If a student is absent from a class, laboratory, or mandatory learning opportunity, the student will not be permitted to attend clinical education experiences on that day.

Accountability & Expectations:

The following are expectations the program and instructors have for every student in the classroom and clinical learning environments. Failure to abide by any of the following expectations can result in formal disciplinary actions.

- Expected to arrive prior to the start of class and prepared to begin class on time.

- Be prepared to participate in class and clinical learning opportunities.
- Submit assignments on time.
- Emails regarding the class or clinical experience are to be responded to within 24 hours.
- Expected to seek help if there are questions about assignments and preparation for an exam or a project. **YOU** must take an active role in your education. If you do not seek help or verbalize concerns or issues with the course instructor, they cannot not be addressed, and **YOUR** success and enjoyment of the course is not the fault of the instructor.
- You are expected to put forth the effort that is needed to earn the final grade that you are pursuing. Your grade will be directly reflective of the quality of work that you put forth.
- You must communicate all potential absences with the course instructor or preceptor as soon as possible. See Attendance policy.
- You must minimize or eliminate all outside distractions during class and clinical learning opportunities. See technology policy.
- You must treat your classmates, instructors, and all other individuals you have interactions with, with respect.

The following are what you as a student should expect from your course instructors. If the instructor is not abiding by any of the following expectations, a student representative must address the concerns with the PD. Prior to formal complaints being filed, there must be evidence of student(s) addressing the concerns with the course instructor first. The instructor must be provided the opportunity to remedy the concerns before formal complaints being filed. In the event where there is a formal complaint against the PD as the instructor, the student representative must meet with the Graduate Studies in Health and Rehabilitation Sciences Department Chair.

- They will arrive prior to the start of class to answer any questions regarding the class and information.
 - All other concerns should be addressed during one-on-one office hours or scheduled appointments.
- They will be prepared for class.
- They will start and end class on time.
- They will return graded assignments as soon as possible.
- They will be available during office hours, first come, first served, unless otherwise notified and posted.
- They will return all emails regarding class within 24 hours.
- Due dates for any assignment will only be changed when the instructor believes that it is in the best interest of the students.
- They will always treat students with respect.

Assignments:

Course assignments are due on the identified date and time by the course instructor. Any changes to course assignment due dates are at the discretion of the course instructor.

Any assignment not completed on time will result in a grade of ***zero (0) for the assignment***. All assignments must be turned in, late or not, in order to receive a grade for the course. Assignments should be submitted via Blackboard, unless otherwise

approved by the course instructor. Late assignments will not be accepted via email, unless approved by the course instructor.

Extensions for assignments are at the discretion of the course instructor. If the need arises for an extension, it is the student's responsibility to request the extension from the course instructor and provide justification for the need. Allow the course instructor the opportunity to approve or deny your request, it is better to ask in advance than to submit late assignments.

Technology Issues:

While technological disruptions can and do occur, they are not an excuse for late or missing assignments. Technology issues include but are not limited to the following: printer issues and failure, network connection disruptions, Blackboard disruptions, and personal computer malfunctions. Issues with technology can be avoided by beginning and working on assignments in advance of the assignments due date. If a student is experiencing issues related to technology that may impact their completion of an assignment, they must notify the course instructor at least 24 hours prior to the due date.

Technology Use:

The use of technology in the classroom can aid in the enhancement of the students learning. However, the use of technology should only be used for learning activities and note taking during a class session. It is at the course instructor's discretion to allow students to use technology during learning sessions or not. If the student's technology devices are distracting from their learning, other students learning, or the instructor's delivery of course activities the student will be asked to leave the class or lab session.

Cell phone use in class and lab session is **not permitted**, unless directed for educational use by the course instructor. Use of cell phones during learning sessions is disruptive and unprofessional. Cell phones should remain in the student's bag, pocket, or any location out of sight set to silent mode. Any student found using a cell phone during a class or lab session will be asked to leave for the remainder of the day and may be subject to a five (5) point deduction from their final grade based on the discretion of the instructor. Multiple (2 or more) occurrences of cell phone use in a class or lab session will result in programmatic discipline. In the case where there is an emergency or other need where the student must have their cell phone readily available, it is the student's responsibility to ask permission from the course instructor and to notify them of the circumstance.

Class & Laboratory Dress Code:

Required dress for classroom and lab sessions will change based on the activity. The following apply in all circumstances:

1. Students should always be professionally groomed. This includes proper hygiene practices. Hair should be groomed, cleaned, and professional in appearance. Nails should be clean and maintained at a length that meet OSHA standards (1/4" maximum) and provide safe healthcare to patients.

2. Clothing should fit appropriately to allow for physical activity and is not distracting to others. This includes length of tops and bottoms.
 - a. Lab clothing should allow for appropriate access to anatomical landmarks for clinical assessments and treatment interventions.
3. Messaging on clothing should be appropriate to be worn in a healthcare environment. No tobacco, alcohol, or drug branding messaging is appropriate.
4. On certain occasions students will be required to follow the clinical dress code for learning sessions, or other required dress requirements which will be made known well in advance, see clinical dress code.

If a student is uncomfortable with required dress for lab or active learning sessions, they must address this with the course instructor.

Harassment:

Youngstown State University Graduate Studies in Health and Rehabilitation Studies respects and encourages the dignity and professionalism of its staff and students and is firmly committed to maintaining a learning and working environment that is free from any form of discrimination and harassment. Discrimination and harassment in any form based on gender, race, color, age, national origin, disability, religion, or any other characteristic protected by state or federal laws is prohibited, as are all forms of sexual intimidation and exploitation. In keeping with this commitment, this department follows the Youngstown State University no tolerance policy and will not tolerate any unlawful harassment of its staff or students.

Harassment that interferes with an individual's work, or academic performance, or that creates an intimidating, hostile, or offensive environment will not be tolerated.

All members of the MAT Program are expected to follow and enforce this policy, and as such, are responsible for addressing all forms of harassment, and shall notify immediately the appropriate supervisor of any alleged infractions. Complaints of harassment will be promptly and thoroughly investigated and appropriate action, including disciplinary measures, will be taken when warranted.

Definitions:

Harassment – consists of unwelcome conduct, whether verbal, physical, or visual which is based on a person's race, color, religion, gender, age, or disability. Types of harassment behavior which may be deemed inappropriate, or offensive include but are not limited to: derogatory remarks, epithets, off color jokes, comments or actions that reinforce male/female stereotypes, devaluation of males or females, advising males and females differently regarding major, career goals, course selection, or job expectations, the display or circulation of offensive printed or visual material, or offensive physical or verbal actions, conduct, or contact.

Sexual Harassment – is defined as unwelcome sexual advances, requests for sexual favors, and other physical and verbal conduct of a sexual nature, where:

- (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education;
- (2) submission to or rejection of such conduct by an individual is used as the basis for employment or education decisions affecting the individual; or
- (3) such conduct has the purpose or effect of substantially

interfering with an individual's academic or professional performance or creating an intimidating, hostile, or demeaning employment or education environment.

Quid-pro-quo Sexual Harassment – involves (1) making submission to sexual demands an implicit or explicit term or condition of a student's academic performance or condition of employment; or (2) making decisions affecting someone's employment or compensation based on whether the person submits to or rejects sexual demands.

Complaint Procedures:

If a student believes they have been subjected to harassment (including sexual harassment) or discrimination or has witnessed any act of harassment or discrimination, a complaint can be filed with the Title IX Coordinator. The contact information for the Title IX Coordinator is: Dana Lantz, (330)941-4629, dlantz@ysu.edu

Formal harassment reporting form can be found at:

https://ysu.edu/sites/default/files/users/aayanniello/EEO_Complaint_Grievance_Form.docx_MW_Revision_8_2020.pdf

Drug and Alcohol Policy:

YSU MAT students are covered by the Youngstown State University, Department of Intercollegiate Athletics, Student-Athlete Drug Education and Testing Policy. This is a physician-directed program and as such resides under the guidance of the Director of Sports Medicine, or designee. Although this is primarily a student- athlete program, the policy also includes cheerleaders, student managers and athletic training students. As such, MAT students are subject to drug testing as defined by the program. This program and its sanctions are independent of the NCAA Drug Testing Program.

The overall priority of the program is to institute an acceptable standard of professionalism for the MAT student and to protect the health and safety of the Youngstown State University student-athlete. The focus of the program is to create a state of awareness, recognition, and acknowledgment of the MAT student's professional and personal environmental surroundings.

1. The goals of the Student-Athlete Drug Education and Testing Policy regarding the MAT students are:
 - A. To promote a safe and healthy environment for the Youngstown State University MAT student.
 - B. To create an awareness and recognition of professional and social dilemmas involving the possible use of drugs and alcohol.
 - C. To assist students to acknowledge a possible substance abuse situation or problem and seek the proper assistance and educational components.
 - D. To create an educated, healthy, and safe environment for the present and future careers of the athletic training student.
 - E. To create a professional knowledge of alcohol and drug program guidelines.
 - F. To understand all campus, local and state drug and alcohol regulations and bylaws.

2. In addition to the provisions of the Student-Athlete Drug Education and Testing Policy, athletic training students covered by this Handbook are expected to abide by the following standards of conduct:
 - A. MAT students will adhere to all federal and state laws, as well as University policies and ordinances, pertaining to alcohol and drug use.
 - B. MAT students will not consume alcoholic beverages or other illegal substances with any current student-athlete.
 - C. MAT students will not publicly consume alcohol in apparel that identifies the individual with the Youngstown State University MAT Program or as part of a Youngstown State University athletic team.
 - D. MAT students will consume alcohol responsibly (if of legal age to do so) and will not be intoxicated in public.
 - E. Students will not use alcohol or drugs in a manner that interferes with the MAT student's academic success, performance as an MAT student, or professional relationships.
3. Any MAT student found to have violated the Student-Athlete Drug Education and Testing Policy or the provisions of this Handbook may be subject to sanctions, including but not limited to, referral for professional counseling, probation, or dismissal from the MAT program.
4. Decisions regarding sanctions will be reviewed on a per case basis by the Advisory Board and will follow the guidelines established by the Student-Athlete Drug Education and Testing Policy.
5. The provisions of this Handbook are in addition to all Federal and State laws, as well as University policies and ordinances, pertaining to alcohol and drugs.
6. Details of the Student-Athlete Drug Education and Testing Policy are available through the Compliance Office.

Communication and Blackboard:

Students are required to check their YSU email and Blackboard platform daily Monday-Friday. Students should check email and Blackboard periodically during school breaks, holidays, and weekends. Programmatic and classroom information will be disseminated through either or both of those tools. Students are responsible for all communication that is sent through email and/or Blackboard. Students are expected to reply to all communication within **24 hours** of receiving communication from a course instructor, preceptor, and/or program administrator.

Communication via email, text message, phone, in-person, etc. with faculty, staff, and preceptors should be always professional and respectful. Emails and electronic messaging should contain appropriate spelling, grammar, and punctuation representative of a graduate level student. Emails concerning grades and other class administration issues are **not acceptable**. These concerns must be addressed in person between the student and the course instructor, preceptor, or program administrator.

Failure to abide by the above policy will result in disciplinary action consistent with the Disciplinary Policy.

Academic Integrity/Honesty:

As outlined in The Student Code of Conduct, all forms of academic dishonesty are prohibited at Youngstown State. This includes plagiarism, the unauthorized use of tools or notes in taking tests or completing assignments, fabrication of data or information used for an assignment, working with others without permission from the instructor, and more. A student who is believed to have violated the academic integrity policy will meet with the instructor to discuss the allegations. The student may accept responsibility for the violation and any sanctions selected by the instructor, or they have the right to ask for a hearing before a hearing panel. The full Academic Integrity Policy can be found in Article III of The Student Code of Conduct, while further information on University procedures for alleged academic integrity violations can be found in Article V.

Academic & Accessibility:

The Resch Academic Success Center Accessibility Services is committed to supporting all students in their quest for academic success at YSU and in their careers. The academic support center offers students resources such as peer tutors (when available), academic coaching, accessibility services, and career guidance. The Accessibility Services provides disability support and accommodations for students with documented disabilities. Academic success and support services can be found at: <https://ysu.edu/academic-success-center>

Assignment/ Coursework Remediation:

The program has designated benchmarks and expectations of student learning. If a student is not performing to the level of expectations for assignments and other coursework, the PD and course instructor will meet with the student to establish a remediation plan related to the performance on assignments and/or coursework. This remediation action should not be viewed as a punishment, instead it should be viewed as an opportunity for improved student success. The remediation plan will be individualized based on the needs of the student. The student will be provided tools and mentorship on how to improve performance. At a specified date after the student has had time to improve their knowledge, skills, and/or abilities, the course instructor will provide the student with another assessment to evaluate the student's current knowledge or skill level and to ensure that the remediation process was successful.

If remediation for an entire course is needed, please see the course remediation policy.

Outside Employment:

The MAT student has many responsibilities and duties that they must perform. A MAT student should be dedicated to their roles as a MAT student. The student's clinical experience and class work should be given top priority. If a student wishes to hold a part-time job and/or participate in other activities, these interests should be scheduled secondary to their educational responsibilities.

Equipment Safety:

All mechanical equipment utilized by the program for student learning will be calibrated on an annual basis. The PD is responsible for ensuring that all mechanical equipment is up to date with calibrations and safe for student use. Any faulty or unsafe equipment will be immediately disposed of following YSU guidelines.

PPE will be provided and available to all students during educational sessions. This equipment includes but not limited to: gloves, masks, gowns, face and eye shields, etc. Biohazard and sharps containers will be made available to students. Only approved biohazard waste should be disposed of in the biohazard containers. Only sharps should be disposed of in the sharp's container, no garbage, or biohazardous waste.

Clinical Education Requirements

Clinical Education Guidelines:

When the athletic training student is assigned to a preceptor, it is essential that all personnel understand that the ATS is in the clinical education setting to learn under direct supervision, not simply to provide a service to patients and support personnel or act as a replacement for a full-time employee. The responsibilities of the ATS and Preceptor are provided below.

The Athletic Training Student should:

1. place a priority on academic courses.
2. communicate with the Preceptor regarding daily clinical experience opportunities.
3. practice clinical skills with Preceptors and peers to develop competency.
4. learn collaboratively with other students in the program and preceptors.
5. apply critical thinking, communication, and problem-solving skills.
6. obtain MAT clinical experiences during scheduled direct patient care supervision by the Preceptor.
7. perform skills on patients only once addressed in the didactic course *or* taught the foundational knowledge of the skill by the Preceptor.
8. provide honest feedback of the clinical experience through the Preceptor Evaluation and the Clinical Site Evaluation.

The Preceptor should:

1. accept the MAT student assigned to their facility without discrimination.
2. allow at least one day off every seven days (no weekly hour min or max).
3. provide direct supervision of the MAT student in the context of direct patient care, as defined by the Athletic Training Student Supervision Policy.
4. allow the MAT student an opportunity to answer their own questions using critical thinking and problem-solving skills.
5. provide supervised opportunities for the MAT student to actively participate in patient care related to the clinical course and clinical experience level of the MAT student.
6. allow the MAT student to only perform skills on patients once assessed on the skill in the didactic course or in the clinical setting.
7. guide the MAT student in using communication skills and developing professional and ethical behaviors.
8. assess the MAT student on clinical skills related to the clinical course and clinical experience level of the MAT student.
9. provide ongoing feedback to assist the MAT student in developing competency in

clinical skills.

10. Must engage in continuous and on-going communication with the student to schedule clinical experiences and when there are changes to the schedule.
 - Must reply to all student communication within 24 hours of receiving it.
11. Must provide students with updates to schedule changes 24 hours in advance, or in special circumstances, as soon as possible.
 - Students are not be disciplined or be held accountable for missing clinical learning opportunities when they are not afforded ample advanced notice.

Athletic Training Student Supervision:

Students participating in clinical education experiences must be under the direct supervision of a credentialed and licensed Athletic Trainer or other approved healthcare provider at all times. The healthcare professional providing the supervision of the student must be present and in the location at all times while the student is performing duties, expectations, and acting in the role of an Athletic Training Student. **Direct student supervision requires the constant auditory and visual supervision of the student without the use of electronic means by the supervisor.** This supervision is required to take place during all aspects, settings, and environments in which the student is engaged in clinical experiences. If direct supervision is not provided the athletic training student will not be permitted to engage in patient care or perform any other services related to athletic training.

If the assigned preceptor is not available to provide direct supervision of the assigned student(s) a replacement may be allowed. Instances where a replacement for the preceptor may be required are for illness, vacations, emergencies, and travel when the student was unable to attend. The replacement must meet the Programs requirements of a preceptor, have the appropriate credentials and licenses, and have been pre-approved by the CCE and/or the PD. If a replacement will be used to supervise a student during any clinical experiences the Program must be notified by the preceptor and/or the student prior to the change or as soon as possible.

If the student at any time feels the supervision they are receiving is inappropriate or inadequate, they should cease all patient care or any other activities related to their clinical experience expectations. The student should contact their preceptor and CCE immediately.

If the preceptor is not available or not on-site and an approved replacement is not available the student must notify the CCE at once. If the preceptor or an approved replacement is not going to be present and available, under no circumstances is the student permitted to perform any skills, roles, or responsibilities related to athletic training healthcare.

In the event when preceptor supervision or approved replacement supervision will not be made available due to illness, travel, emergencies, or any other scheduling conflict, the student must be notified to not attend that day's clinical experiences. If an approved replacement will be supervising the student in place of the assigned preceptor, the student must be notified whom that individual will be in advance of them arriving to the clinical experience.

In emergency situations, the student is permitted to provide first aid and emergency care without direct supervision. The care provided must fall within the expectations of an individual providing

basic life support and basic first aid, and it must be made clear that the student is not acting in the role or within the scope of athletic training practice.

If at any time it is discovered that a student is practicing as an athletic training student without direct supervision of a preceptor, the program will initiate a formal review of the actions of the preceptor, student, and clinical site. If the student is knowingly providing healthcare outside of the expectations and guidance of this policy, the student will face formal disciplinary action (see discipline policy). If review of the conduct of the preceptor and clinical site by the Program find that effective and efficient direct supervision is not being provided, the student is provided freedom to practice well outside the guidance of this policy, or the student is performing duties and executing roles of a staff member and not as a student; the student will be removed from the clinical experience immediately. The Preceptor and/or clinical site may be formally removed as approved preceptors and clinical sites for the program. If other students are assigned to the preceptor and clinical site, but not involved in the review, they will also be removed and reassigned.

Clinical Experience Length & Hours:

During the clinical education experience a student must document the number of hours directly supervised by a Preceptor on *Typhon*. The documentation must occur each day and must be accurate; hours must be rounded to the nearest 30 minutes. Students must document clinical hours within a 7-day period of completing clinical experiences or they will not count. The following hours cannot be included when documenting hours on *Typhon*:

1. time spent traveling with a team
2. academic hours
3. unsupervised hours
4. time spent hanging out in the athletic training rooms
5. team meals
6. team meetings
7. unproductive hours in the athletic training room
8. hours as a first responder

A student in the clinical education setting does not replace a full-time employee nor is treated as a full-time employee. Students are **required** to have one day off from clinical experiences within a 7-day cycle.

Students must complete the following clinical hours expectations for each clinical practice course

- MAT 6910: an average of 13-17 hours per week must be completed. The average will be based on the total number of hours divided by the number of weeks completing clinical experiences. Students will complete no more than 300 total hours.
- MAT 6930: an average of 15-19 hours per week must be completed. The average will be based on the total number of hours divided by the number of weeks completing clinical experiences. Students will complete no more than 300 total hours.

- MAT 6938: This is considered a clinical immersive experience. Students must average 30-40 hours per week. The average will be based on total number of hours divided by 4 weeks. Students will need to complete no fewer than 120 total hours and no more than 225 total hours.
- MAT 6948: an average of 20-25 hours per week must be completed. The average will be based on the total number of hours divided by the number of weeks completing clinical experiences. Students will complete no more than 500 total hours.
- MAT 6978: This is considered a clinical immersive experience. Students must average 35-40 hours per week. The average will be based on total number of hours divided by 4 weeks. Students will need to complete no fewer than 525 total hours and no more than 625 total hours.

A student cannot load clinical education experience hours at the beginning, middle, or end of the experience; this is not conducive to learning over time and developing competency in clinical skills. Beginning clinical hours prior to the start of the semester may be approved for special situations, with approval being granted by the CCE and PD, and availability of the clinical site and preceptor.

Clinical education experiences should not take away from didactic learning. If outcomes in MAT classes are decreasing and/or not being maintained, the student's commitment to clinical education will need to be adjusted.

Occasionally a unique opportunity may present itself for the student to obtain an outstanding educational opportunity requiring more than the suggested hours during the week (i.e. Travel or Championship events); these opportunities should be discussed with the CCE.

Additional Hours: Clinical education hours are obtained as part of a clinical course. Clinical education hours obtained outside of academic calendar that are associated with the MAT clinical courses, such as Christmas/Winter break and end of semester clinical learning opportunities, are considered incredibly valuable by the program. Those students participating in these valuable experiences and have met the required hours expectations will not receive credit for these hours, however, will gain experience that will enhance their knowledge and skills.

Clinical Experience Evaluations:

Evaluations are a crucial part of the academic process, both for the program and the student. Students are required to complete the following evaluations, which include but are not limited to:

1. A Preceptor Evaluation Form at specified dates during each clinical education experience.
2. An Affiliate Clinical Site Evaluation at the end of each clinical education experience.
3. A self-evaluation regarding clinical proficiency and professional growth at both the mid-term and end of each clinical education experience.

Students have a responsibility to ensure the preceptor is aware of completing the Athletic Training Student Evaluation Form at 5-week intervals of the clinical education experience. This evaluation is completed by the preceptor and then reviewed and signed by the preceptor electronically. The student has the responsibility for ensuring the evaluation being submitted and signed on *Typhon* by the specified due date.

Student's knowledge, skills, and will be evaluated using the following criteria:

Rating Scale	Description
Mastery	Consistently demonstrates knowledge, skills, and professional behavior/disposition expected for an entry-level athletic trainer. Able to perform essential skills/knowledge accurately, and displays a comprehensive understanding of when, how, and why they should be performed. Has a complete understanding of fundamental concepts and consistently demonstrates effective clinical decision-making skills.
Competent	Consistently demonstrates knowledge, skills, and professional behavior/disposition expected for an athletic training student at this academic level. Able to perform/display essential skills/knowledge accurately, but does not demonstrate a comprehensive understanding of when, how, and/or why these should be performed. Understands fundamental concepts, but is not yet able to consistently demonstrate effective clinical decision-making skills.
Emerging	Demonstrates developing knowledge, skills, and professional behavior/disposition expected for an athletic training student at this academic level, but lacks consistency. Essential skills and knowledge are not always performed or displayed accurately. Effective clinical decision-making is not possible given the foundational shortcomings.
Remedial	Does not demonstrate knowledge, skills, or professional behavior/disposition expected for an athletic training student at this academic level. Critical skills and knowledge are not present. Preceptor must provide detailed information describing the areas of deficiency.

Attendance:

Students are expected to attend all assigned clinical education experiences at the time and facility designated and agreed upon between the Coordinator of Clinical Education, Preceptor, and Student. A schedule will be developed between the student and the preceptor during the clinical orientation meeting and/or the beginning of the clinical experience. Students **will not** miss scheduled MAT classes to attend clinical education experiences. Students are expected to be present at all scheduled and agreed upon dates and times. In the event a student must miss an assigned date, the student should present the request in writing to the preceptor during the clinical experience orientation. The request must be approved by the preceptor, and the CCE must also be notified.

Prior to beginning the clinical education experience, the student is responsible for contacting the preceptor to establish the clinical orientation meeting. Upon arrival at the clinical site, the student must check in with the Preceptor prior to beginning the clinical education experience. Prior to departing the clinical site each day, the student is responsible

to check out with the Preceptor and document the correct number of hours on *Typhon* daily. Hours are to be rounded to the closest 30 minutes. Punctuality is a high priority, as this is a sign of dependability and professional practice.

Students are required to attend clinical experiences during weekends, holidays, and school breaks. Students may be asked to return for clinical experiences early for pre-season or stay past the end of the semester to be a part of post-season activities. It will be the student's responsibility to ensure that they have housing during all breaks and extended clinical experiences. If housing is an issue, some preceptors may be able to facilitate assistance with housing, the student will be responsible for seeking this assistance.

Sudden conflicts, illnesses, or emergencies do occur, albeit rare. If a sudden conflict arises, the student must notify the Preceptor immediately via phone or in person. Only in the most extreme conditions (e.g., death in the immediate family, hospitalization) will this notification be waived.

If a student fails to attend any scheduled clinical experience day, or repeatedly shows up late will be subject to the disciplinary policy. Students are expected to follow all rules of the clinical site, professional code of ethics, and professional dispositions policy. If a student is dismissed from a clinical education experience for disciplinary, ethical, or dispositions concerns, the student may face the extreme penalties of the disciplinary policy, or termination from the MAT program. This is dependent on the egregious nature of the offense.

Inclement Weather Policy:

In the circumstance that Youngstown State University is closed due to inclement weather, athletic training students are not required to attend their clinical education experience for that day. If YSU is open and still has classes, but the clinical site is closed due to inclement weather, the student is not required to attend the clinical experience for that day. In the case where the student does not feel safe traveling to a clinical site due to inclement weather but both YSU and the clinical site are still open, it is up to the best judgement of the student to attend or not. If inclement weather and institutional closings will keep a student from attending clinical experiences, it is the expectation of the student to contact the preceptor to notify them about the excused absence.

Decisions to attend clinical education experiences on days when inclement weather closes either YSU, clinical sites, or both is up to the best judgement of the student. Students making the decision to attend should ensure that they will be able to travel to and from the clinical site safely. Students should not risk their health or safety to attend any learning opportunity (class, lab, or clinical).

Clinical Dress Code:

All MAT students are expected to always dress appropriately and professionally when they are participating in clinical education experiences and when representing the Youngstown State University MAT Program. Students should present themselves as a health care professional by being neatly groomed and wearing clothes that are clean and neat. If a

student is not properly dressed, they will be sent home to change. The following is a list of what can and cannot be worn during clinical education experiences, and when representing the Youngstown State University Athletic Training Program.

1. MAT students should wear a collared polo shirt, collared buttoned shirt, blouse, sweater, quarter-zip, or other attire agreed upon between preceptor, student, and MAT Program. T-shirts may be approved during warm weather inside and/or outside, they must represent YSU, YSU Athletics, YSU MAT, or the affiliated school.
2. All shirts meant to be tucked in must be tucked into pants or shorts.
3. MAT students should wear dress shorts or pants that are neutral in color. Shorts must be of an appropriate length and have hemmed edges. All male specific pants or shorts should have belt loops. If shorts are too short or too tight, the student will be asked to change.
4. A belt must be worn at all times, if belt loops are present.
5. Outdoor weather gear may be worn when appropriate. Sweatpants may be permitted only by approval from the preceptor. Yoga pants will never be permitted.
6. MAT students should wear sneakers or professional closed-toe shoes that are clean and functional to perform their duties as an athletic training student at their clinical experience site.
7. No hats or sunglasses are allowed to be worn in the athletic training facility.
8. Hats and sunglasses worn outdoors must be professional looking.
9. Socks should be of an appropriate color and worn at all times.
10. While traveling with a Youngstown State University athletic team, the student should adhere to that team's dress code.
11. All facial hair should be neatly groomed.
12. Make-up must be worn in the manner representative of a health care professional.
13. Earrings must be of the stud type or not hang farther than 1 inch from the ear lobe. Nose studs or other facial piercings must be discrete and professionally appropriate.
14. Fingernails must be kept short and clean at all times. Nails may not exceed ¼" in length past the tip of the finger. If nail polish is worn it must be professional in appearance and appropriate for a healthcare provider.
15. Tattoos that are visible and deemed inappropriate may need to be hidden with sleeves or appropriate clothing.
16. All forms of advertisements (i.e., logos on hats, words on a shirt) that may be construed as unprofessional are prohibited.
17. **MAT students will be required to wear their issued nametag at all clinical sites.**
18. Watches that have the function to depict the second hand or display seconds must be worn while at clinical experiences
19. The Youngstown State University Athletic Training Program faculty and preceptors reserve the right to address other dress code issues not previously mentioned as they arise.

Communicable Disease Policy:

If a MAT student becomes ill with a communicable disease, they will report to the Medical Director, Wick Primary Care, or other healthcare provider of their choosing for evaluation as soon as possible. Upon evaluation the physician will determine the appropriate intervention needed and the amount of time the MAT student shall remain out of contact with others to prevent transmission. All clinical sites will abide by the Programs communicable disease policy to maintain consistency for all students at all clinical sites.

If the MAT student acquires a communicable disease, the student will notify the Program Director and Medical Director as soon as possible. A signed release from the Medical Director, or treating physician may be required with certain illnesses, prior to resuming clinical experiences. The CDC lists the following communicable diseases:

- Blood borne pathogens
- Conjunctivitis
- Cytomegalovirus
- Covid-19
- Diphtheria
- Gastrointestinal infections, acute
- Hepatitis A
- Herpes simplex
- Measles
- Meningococcal disease
- Mumps
- Parovirus
- Pertussis
- Poliomyelitis
- Rabies
- Rubella
- Scabies and pediculosis
- Staphylococcal aureus infection
- Streptococcus infection
- Tuberculosis

Students who have any of the following signs and/or symptoms may have contracted a communicable disease.

- Fever
- Skin rash
- Nasal discharge
- Cough
- Open and oozing skin lesion
- Yellowing of the skin, eyes, and or mouth
- Unexplained fatigue
- Chest pain
- Dizziness

Blood Borne Pathogens:

While performing the duties of a MAT student, there is a potential for exposure to blood and other possibly infectious material. With this possible exposure is a risk of acquiring Hepatitis B Virus (HBV) and Human Immuno-deficiency Virus (HIV) infection. HBV is a serious and potentially life-threatening disease and all MAT students are required to show proof of vaccination or to become vaccinated against HBV. The vaccination is a series of three shots given over a 6-month period.

All MAT students must complete a Blood Borne Pathogen Exposure Control seminar presented by the Youngstown State University Office of Environmental Safety and Health. These seminars are offered at the beginning of each school year. Every year after that, a refresher course must be taken on the web site through the Youngstown State University Office of Environmental Safety and Health.

The MAT program, faculty, students, and clinical sites will follow all YSU Bloodborne Pathogen Policy and Procedures. The full policy and procedure can be found here:

<https://ysu.edu/sites/default/files/users/tmstyanec/bloodborne%20pathagens%20FINAL%20WEBPAGE.pdf>

Proper Handwashing Procedures:

Proper handwashing is the best and most proven practice to prevent the spread of disease and potential infections. Proper hand washing includes:

1. Wet hands with warm clean water
2. Apply soap
3. Lather hands, ensuring to wash palms, back of hand, between fingers, and under nails
4. Scrub hands for a minimum of 20 seconds (hum "Happy Birthday" song twice)
5. Rinse hands well under warm clean water, hands pointing down towards drain to prevent run off flowing up the arm
6. Dry with clean towel or air dryer
7. Dispose of used towels in appropriate disposal locations.

Radiation Exposure Policy:

While it is uncommon for MAT students to become exposed to Radiation, some clinical sites (hospitals and clinics) regularly use equipment that emit radiation, thus exposure is possible. If exposure occurs on-campus the following procedures will be followed.

External Body Contamination:

1. Material must be washed off promptly with approved decontamination products. Scrubbed gently and rinsed with lukewarm water
2. Do not use harsh or caustic soaps
3. Do not scrub with brushes or tools
4. Radiation Safety Officer (RSO) must be notified of all accidents involving bodily contamination
5. RSO will determine if decontamination can proceed onsite or if the individual should be transferred to the Nuclear Medicine section of Saint Elizabeth's Hospital in Youngstown OH.

6. If decontamination is completed on site, RSO will perform bioassays to determine when the individual is considered decontaminated.

Internal Contamination:

1. Ingestion or injection of radioactive materials must be reported to the RSO immediately. The individual will be transferred as a patient to the Nuclear Medicine section of Saint Elizabeth Hospital Youngstown, OH.

Radiation Emergency Information:

- RSO: Extension 3700
- After work hours: 9-1-1
- Saint Elizabeth Hospital: (330)746-7211

If a student becomes exposed off-campus at a local hospital or other medical facility, the student will follow all exposure procedures in place at the site. The student must notify the PD as soon as possible after the exposure incident.

All other policies and procedures related to Radiation Safety can be found at:

<https://ysu.edu/eohs/radiation-safety-program>

Emergency Action Plans:

Emergency action plans (EAP) for all sites where a student will be practicing athletic training healthcare will be provided to the student during Clinical Orientation. It is the student's responsibility to submit all EAP's for their assigned clinical experience to the CCE. The students are expected to keep a copy of the EAP. The program expects and requires all clinical sites to have a venue specific EAP posted at each venue where a student will be practicing athletic training healthcare, visible and easily accessible in the case of an emergency.

The program requires all preceptors to review the EAP procedures with the assigned student for each venue the student will be present in. The program strongly encourages clinical sites and preceptors to take the student through a mock scenario of an emergency and activating the EAP procedures.

Equipment Safety:

All mechanical equipment utilized by active clinical sites for patient care, and utilized by students must be calibrated on an annual basis. The CCE is responsible for ensuring that all mechanical equipment is up to date with calibrations and evidence of calibration and safety is present on all equipment. The CCE will also collect and inspect for electric safety checks on all ice machines, hydrocollator units, and therapeutic whirlpools. Any faulty or unsafe equipment must not be used. Any clinical site not maintaining proper modality calibrations will cease to be used as a clinical site. If a student is aware that mechanical equipment calibrations is out of date, they must notify their assigned preceptor and the CCE immediately.

PPE will be provided and available to all students during clinical education experiences by the clinical site. This equipment includes but not limited to: gloves, masks, gowns, face and eye

shields, etc. Biohazard and sharps containers will be made available to students. During Clinical Orientation the preceptor will make the student aware of the location of all PPE, hand washing station, sanitation supplies, biohazard containers, and sharps containers.

HIPAA, Confidentiality, Privacy, and Security:

Youngstown State University and the MAT Program are committed to safeguarding the confidentiality of protected health information and other confidential information which is or may be contained in the medical records. Youngstown State University and the MAT Program are committed to ensuring that protected health information and other confidential information is used and/or disclosed only in accordance with the University's policies and procedures and applicable state and federal law.

All Department of Intercollegiate employees and MAT students must hold confidential information used or obtained in the course of their educational experience in confidence. All protected health information and other individually identifiable health information must be treated as confidential in accordance with professional ethics, accreditation standards, and legal requirements.

Everyone with access to protected health information and other confidential information is responsible for safeguarding its confidentiality. Health information and other confidential information may be in paper, electronic, verbal, video, oral, or any other form, and must be protected regardless of form. Access to health information in any format must be limited to those persons who have a valid business or medical need for the information, or otherwise have a right to know the information. Individuals who access clinical records from other organization are expected to follow that organization's requirements.

To abide with this policy, one must only:

- Discuss patient information with authorized personnel only and only in a private location where unauthorized persons cannot overhear.
- Keep medical records and other confidential information secure and unavailable to persons not authorized to review or obtain those records or information.
- Follow specified procedures for use of electronic information systems, including use of individual passwords, logging off when finished, proper data entry techniques, and protection of displayed or printed information from unauthorized users.
- Omit the patient's name and other unique identifiers when using case reports or hypothetical situations for educational or training purposes.
- Verify with the patient what information may be given to the patient's family and friends with the patient's knowledge and permission.
- Screen requests for access to all patient and other confidential information so that the minimum necessary amount of information is made available and made available only to those persons who are legitimately involved in patient care, billing or administrative operations.
- Release patient medical records and other confidential information to external sources only upon receipt of written authorization from the patient.
- Use appropriate information security procedures for users of electronic

information systems. Medical information should be transmitted electronically.

Any knowledge of a violation of this confidentiality policy must be reported to an immediate supervisor. The supervisor will present the information to the Coordinator of Clinical Education for review, and, if necessary, investigation through the Head Athletic Trainer, Program Director, the Provost, and the University's General Counsel.

Confidentiality Procedure:

Disclosing any information about a patient's condition is considered unethical. Information regarding a patient's condition is highly confidential. Any athletic training student that discusses this information outside of the health care system may be dismissed from the MAT Program. Athletic training students are not permitted to speak to the media, their classmates, their friends, their family, or anyone outside of the healthcare staff regarding a patient's injury/illness.

Social Relationships Policy:

The field of Athletic Training is a health care profession that involves caring, concern, discipline, and self-awareness. The MAT student should be aware of the potential problems with social relationships with an athlete/patient.

1. An amorous or sexual relationship between a MAT student and an athlete may impair or undermine the ongoing trust needed for effective athletic training skills. Because the MAT student may have power over the athlete, inherently conflicting interests and perceptions of unfair advantage arise when a MAT student assumes or maintains medical responsibility for an athlete. It is, therefore, the policy of Youngstown State University that each MAT student who has medical responsibilities for athletes shall not assume or maintain medical responsibility for an athlete with whom the MAT student has engaged in amorous or sexual relations, even if such relations are made known prior to the assignment. Whether such amorous or sexual relationships predate the assumption of medical responsibility for the student, or arise out of the medical relationship, the MAT student shall immediately disclose the amorous or sexual relationship to the Coordinator of Clinical Education, who shall promptly arrange other clinical education experiences for the MAT student.
2. Violating this policy must be reported to the Program Director and/or CCE. Violations of the policy will result in disciplinary action following the discipline policy.

Social Media Policy:

Athletic training students are encouraged to have profiles on social networking websites such as Facebook, Twitter, Instagram, Snapchat etc. Current MAT students are prohibited from any and all interactions with patients or student athletes on all social media platforms. This is regardless of if the student is providing direct healthcare to the patient or not. Students should also refrain from any interactions on social media with patients or student-athletes they have had contact with from previous clinical education experiences. This interaction also includes any communication via text messaging and e-mail.

It is also unacceptable for MAT students to have any interactions on social media, text messaging, or e-mail with minors, regardless of if the student is currently engaged in healthcare with that patient or not. All interactions with minors must be done through the preceptor only.

Failure to abide by this policy will result in disciplinary action via the discipline policy.

Cell Phone Policy:

While students are completing clinical hours in any athletic training facility, the student must leave their cell phone in their pocket while providing healthcare to patients. If the cell phone becomes a distraction while completing clinical hours, the student may be asked to leave by their preceptor.

Clinical Education Related Injuries and Illnesses:

Athletic Training students enrolled in MAT clinical courses will complete observation experiences and are assigned clinical education experiences to a variety of on-campus activities and off-campus affiliate sites. These affiliate sites do **not** usually assume responsibility for or treat students at no charge who become sick or injured during their clinical education experience. Youngstown State University is not responsible to provide or pay for treatment for sickness or accidents to students.

The Master of Athletic Training student is responsible to provide their own health insurance either through a family member or individual policy. Any student **not** covered by health insurance assumes **total financial responsibility** for medical treatment should any accident or illness occur while enrolled as a Master of Athletic Training student at Youngstown State University.

If an injury or illness occurs during the clinical education experience the following procedure should be followed:

1. The student may receive treatment at the affiliate site or elsewhere and is responsible for the cost of the treatment.
2. An incident report form should be completed by the injured or ill student and submitted to the Coordinator of Clinical Education for the MAT program to be retained in the student's permanent file.

Professional Dispositions and Discipline Policy

Professional Dispositions:

Appropriate professional dispositions are critical for a successful transition from the classroom to the clinical setting. Students are evaluated on their affective behaviors throughout the program, both in the classroom and during clinical experiences. Affective behaviors including, but not limited to, moral and ethical conduct, the display of respect to the instructor, preceptor, classmates, and all other professionals engaged with the MAT program, engaging in effective communication, acceptance of personal responsibility, and adherence to class expectations. Students will formally evaluate their affective behavior

through self-evaluations, reflections, and goal setting. Additional feedback will be provided by preceptors, peers, and the instructor. Failure to display positive professional dispositions can negatively affect final grades in classes and in clinical experiences and may also result in formal discipline of the student.

Discipline Policy and Procedure:

The following policy and procedures have been established to ensure the stable operation of the Master of Athletic Training Program. The MAT Program Handbook serves as a guide for expected dispositions of the Athletic Training Student. A student who is found to be in violation of any of the policies outlined in this manual may be subject to disciplinary action.

Offenses are dealt with according to their severity. Classes of offenses include Troubling Behavior, Advisement, and Suspension, which are described below. This classification system will be used for offenses committed at any time while enrolled as a student in the Youngstown State University MAT Program.

Offense Classifications:

- **Troubling Behavior:** Concerning behavior or academic concerns that may be remediated through a single discussion with the Preceptor, Faculty Member, Coordinator of Clinical Education, or Program Director.
- **Advisement:** Behavior that requires a formal process for remediation, for example, situations in which a student has exhibited significant and/or serious behavior problems or academic concerns that do not warrant suspension or dismissal but need to be corrected.
- **Suspension:** Behavior or academic concerns requiring immediate action by the Coordinator of Clinical Education or Program Director that may include, but is not limited to insubordination or failure to act in a manner consistent with the standards of the MAT Program, Youngstown State University, the National Athletic Trainers' Association, and state and federal laws (i.e. breach of confidentiality, fraternization, drug possession, DUI, etc.).

Disciplinary Procedure for Academic Progress or Professional Behavior

1. **Troubling Behavior:** If a student displays Troubling Behavior or is beginning to display, the Preceptor, Faculty Member, Coordinator of Clinical Education, or Program Director will contact the student directly to discuss the issue, provide feedback, and make suggestions for how the behavioral issue or academic problem can be changed. The student will be expected to promptly rectify the concerning behavior. If the initiating individual believes an effective resolution resulted from the meeting with the student, no further action is required. This meeting will be documented and submitted to the Program Director.
2. **Advisement:** In the event that the Preceptor, Faculty Member, Coordinator of Clinical Education, or Program Director determines the feedback given to the student regarding the Troubling Behavior was not successful in resolving the issue

or if the behavior is of a significant or serious nature, a formal report will be completed and forwarded to the Program Director. The focus of the report is educational with the goal of helping the student move forward successfully in coursework or clinical experiences.

The formal report must be filed with the Program Director within two University business days from the time the behavior was observed or reported. A copy of the report will also be provided to the student, and the student will be encouraged to respond within three University business days to the formal report, either in writing or in person, to the Program Director, discussing the circumstances that led up to the complaint and the nature of the complaint itself or the reason for academic deficiency. Within three University business days of receipt of the formal report, and with the purpose of understanding the circumstances of the behavior or academic concern, the Program Director will conduct an interview of the student, interview individuals present to the event that led up to the complaint, review any pertinent documents, and take any other action deemed necessary to understand the circumstances which brought on the complaint or evidence of academic concern. Based on the outcome of the review, the student's response, and student interview, the Program Director may decide that the formal report is unwarranted or may provide the student with strategies to change the identified unprofessional behavior or academic concern.

During the meeting with the Program Director and the Student to discuss the findings of the review, the Student will be provided with an opportunity for reflection on appropriate behavioral changes or academic remediation. The Student will be asked to sign the formal report acknowledging the formal report has been received and reviewed. The Program Director may require remedial action, which shall be noted on the formal report. If a corrective action plan or other remediation is required by the formal report, the plan shall include a timeline for completion of the remediation. Troubling Behavior that requires initiation of a formal report will result in a minimum of a semester-long advisement period. At the conclusion of this timeline, the Program Director will meet with the Student to review the outcome of the remediation process. The Program Director will place a concluding written statement in the formal report discussing the level of success of the remediation. If the remediation process was not successful, the Student will be placed on either program long advisement, or activation of the suspension process will occur. The formal report is then filed with the Student's departmental records. This student file will be separate from the student's academic file and kept solely in a secure location within the department; access to its contents would only be on a need-to-know basis. The Student will be apprised of this record retention in writing by the Program Director.

3. **Suspension:** In the event that a student fails on multiple occasions to meet the expected standards of professional conduct and academic success as documented by the formal report, or if the student is accused of egregious, unethical, or unprofessional behavior, a formal report must be filed in writing to the Program Director within two University

business days. Examples of egregious behavior include, but are not limited to, patient endangerment, unacceptable patient management, inappropriate alteration of patient records, behavior posing a danger to persons or property, an ongoing threat of or disruption of the academic process, academic dishonesty, or certain acts of sexual misconduct.

The Program Director will schedule a meeting of the Disciplinary Overview Committee within two University business days of receiving the complaint, for review of the accusation. The function of the Disciplinary Overview Committee is to determine the appropriate disciplinary action necessary for the student based on the available evidence. The Disciplinary Overview Committee will be composed of the Program Director (Chair), Coordinator of Clinical Education, a Preceptor not involved in the student's clinical education, a Faculty Member outside of Athletic Training, and the Department Chair or Associate Dean. All materials pertinent to the complaint and its consequences will be submitted to the Disciplinary Overview Committee prior to the meeting. Removal of the student from clinical assignments and all enrolled course work will occur during this time. If the committee believes an egregious, unethical, or unprofessional behavior was committed, suspension from the program will occur. If evidence is present of unsuccessful standards for didactic education and or clinical education, suspension from the program will occur. The disciplinary action will be determined by the committee. The Program Director will then notify the student of the committee's decision. The Dean of the Bitonte College of Health and Human Services along with the Dean of the College of Graduate Studies will be informed of the committee's decision.

Description of Disciplinary Actions:

- Semester-Long Advisement- Advisement consists of a one complete semester period during which any other offense will result in a more severe disciplinary action.
 - Program-Long Advisement- Advisement consists of a program-long period during which any other offense will result in more severe disciplinary action.
 - Suspension of Clinical Experience- Suspension from the clinical experience consists of a semester-long period during which the student will not attend their clinical experience. As a result of this loss of clinical experience time, the student will fail their associated Clinical Practice class. If the student is interested in continuing in the MAT Program, they will have to retake the Clinical Practice class the next time it is offered. During this year-long period, the student will be required to meet with the Program Director to discuss additional program requirements.
 - Suspension from Program- When an offense (or multiple offenses) occurs at this level; the student will be removed from all enrolled classes and the MAT Program.
4. The Grievance appeal process will follow guidelines established by the University's College of Graduate Studies. The policy appeals process can be found at:
<http://catalog.ysu.edu/graduate/general-information/academic-policies-procedures/academic-grievances/>
 5. The student may pursue the University process at any time, but it is preferred that the student first attempt to resolve the situation within the department process.

- a. Dismissal from the MAT Program does not constitute dismissal from the University. Anyone dismissed from the MAT Program may re-apply for admission to a different graduate program, but not to the MAT Program.
6. Confidentiality: Youngstown State University and the MAT Program comply with the Family Education Rights and Privacy Act (FERPA) of 1994, which defines the rights and protects the privacy of students regarding their educational records.

The Student Engages in Academic Dishonesty:

Any type of academic dishonesty will be considered a very serious offense and may lead to dismissal from the MAT Program.

Academic dishonesty includes, but is not limited to:

- Cheating on examinations/quizzes
- Cheating or plagiarizing other class assignments
- Repeatedly looking at papers of other students during examinations
- Falsifying dates or other identifying information when writing patient records
- Failure to adhere to course instructor's policies as delineated in the appropriate syllabus
- Falsely submitting/presenting someone else's work in papers, reports, quizzes as their own.

The MAT faculty will follow the process established by the University written in "The Code" in these situations. The process directly from The Code is as follows:

- a) The faculty member should discuss the matter with the student as soon as possible following the alleged act of academic dishonesty that the student is suspected of committing.
- b) Following the initial discussion, the student shall be informed in writing of the allegations by the faculty member and requested to attend a conference with the faculty member and appropriate department chair.
- c) During the conference, the faculty member should discuss the allegations with the student and determine whether the student is responsible for the allegations. If the student is found to be responsible, the faculty member shall determine the sanction to be imposed. If the student is found not responsible, no further action is warranted.
- d) Prior to imposing the sanction, the faculty member shall communicate with the Student Conduct Administrator to determine if the student has been involved in any previous academic dishonesty violations.
- e) The faculty member may impose one or more of the following sanctions: (1) Warn the student; (2) Submit an "F" grade on the exam or paper; (3) Submit an "F" grade for the course; and/or
- f) (4) Request additional action from the Student Academic Grievance Subcommittee, such as removal from a course, University suspension, or expulsion.
- g) The faculty member must file with the Office of Student Life a Report of Academic Dishonesty if options (2) through (4) are imposed. The Student Conduct Administrator will then notify the student in writing of the decision as well as create a student conduct file which shall be kept confidential to the extent allowed by law.
- h) In cases where a student is charged with an incident of academic dishonesty that is serious, flagrant, or repeated, the student may also be referred to the Student Academic Grievance Subcommittee for consideration of additional action, including suspension and expulsion.

- i) Following the conference, the accused student has the right to file a grievance and request that the case be reviewed in accordance with the procedures set forth below for undergraduate students or the procedures set forth in the Graduate Student Grievance Procedure for graduate students found in the Graduate School Bulletin. The penalty for academic dishonesty may range from a minimum 25% reduction in grade on the paper/assignment in question and advisement for inappropriate professional behavior. A second offense of academic dishonesty shall result in dismissal from the program.

Criteria for Course Remediation:

All the following conditions must be met:

- availability of faculty
- availability of resources necessary for remediation work - may include, but not be limited to: guest lecturers, equipment, laboratory facilities, time, available clinical sites;
- ability of the student to handle additional workload
- demonstration of willingness by the student to complete make-up work
- submission of and approval of action plan to the Program Director, including:
 - criteria for successfully completion and deadline date by the start of the next academic year;
 - The action plan ideally should not exceed one semester
 - The action plan must be completed by the start of the full-time clinical education experiences.

If one or more of the above criteria for remediation is not met, then the course must be repeated at the next offering. The final decision regarding remediation work and repeating courses rests with the Department Chairperson after consultation with the MAT faculty.

Computation of accumulative GPA when courses are repeated will be done in a consistent manner with written University policy (see Undergraduate catalogues).

Incomplete Grade Policy:

An incomplete grade of "I" may be given to a student who has been doing satisfactory work, but for reasons beyond control of the student and deemed justifiable by the instructor, has not completed all requirements of the course(s). YSU policy states that students have until Mar. 1 to complete a Fall semester Incomplete, until Sep. 1 to complete a Spring semester Incomplete and until Oct. 1 to complete a summer Incomplete; instructors are permitted to require that the work be completed in a shorter amount of time. If no formal grade change occurs by the specified deadline, the I automatically converts to an F.

Leave Of Absence (LOA)

1. Academic Leave of Absence from the MAT Program:

Students who are required to repeat a professional course may be required to seek an academic LOA from the MAT Program, until the course is offered again. Due to the sequential nature of the MAT curriculum and since course offerings appear only once per year, a course cannot be repeated until the following academic year.

2. Personal Leave of Absence from the MAT Program:

Should a student find it necessary to seek a non-academic leave of absence, they must submit a written request to the Program Director documenting:

- A rationale statement supporting the leave as being beneficial to the student's personal health and professional growth and progress
- Period of requested leave of absence

Whenever possible, the request for a personal leave of absence should be submitted at least one month prior to the first day of the requested leave.

The Program Director, with the consent of the MAT program faculty and support from the Department Chairperson, will notify the student in writing of the status of their request within ten (10) working days of the request. Any consideration for a refund of fees shall comply with the refund policies of the University.

A plan for return from a leave of absence must be submitted to the Program Director at least 30 days prior to re-enrollment. Leaves of absence will be handled on an individual basis. However, the student must be aware that the sequential nature of the curriculum will necessitate a leave of one (1) year's duration in most cases. All professional courses must be completed in sequence.

Any student requiring a leave of absence longer than one (1) calendar year will be required to submit a request for an extension to the original leave of absence at least 30 days prior to the end of the initial request. Failure to request a continuation of the leave of absence will be considered as dismissal from the MAT Program.

The Program Director, with the consent of the MAT program faculty and support from the Department Chairperson, will make the final decision regarding a leave of absence and any exception to the above criteria.

Voluntary Withdrawal from the MAT Program:

Before withdrawing from the MAT Program, the student is advised to meet with his/her academic advisor, and the Program Director. Students are requested to put this intention in writing.

Re-Entry Policy:

Re-entry must occur so that courses are completed in sequence. Written notification must be submitted to the Program Director at least 30 days prior to re-enrollment.

Appendix A

YOUNGSTOWN STATE UNIVERSITY



*Master of
Athletic Training
Program*

BITONTE COLLEGE OF
HEALTH & HUMAN SERVICES

Master of Athletic
Training
2-Year Required
Course Sequence

	Summer		Fall		Spring	
	Course	CR	Course	CR	Course	CR
Year 1	MAT 6908: Functional Human Gross Anatomy (1 st 7 wk)	4	MAT 6915: Evaluation of Lower Extremity Pathologies	4	MAT 6925: Evaluation of Upper Extremity Pathologies	4
	MAT 6902: Foundations of Therapeutic Interventions (2 nd 7 wk)	3	MAT 6916: Therapeutic Interventions 1	3	MAT 6926: Therapeutic Interventions 2	3
	MAT 6903: Foundations of Athletic Training Clinical Practice (1 st 7 wk)	3	MAT 6910: Clinical Practice 1	2	MAT 6950: Evidence Based Research	3
	MAT 6901: Emergency & Acute Care (2 nd 7 wk)	3	MAT 6946: General Medical Conditions Evaluation and Care	3	MAT 6930: Clinical Practice 2	2
	Total	13	Total	12	Total	12
Year 2	MAT 6936: Head and Spine Evaluation and Management (1 st 7 wk)	3	MAT 6937: Athletic Training Healthcare Administration	3	MAT 6977: Athletic Training Healthcare Seminar	3
	MAT 6938: Clinical Practice 3 (2 nd 7 wk)	2	MAT 6927: Capstone	3	MAT 6905: Behavioral Health	3
			MAT 6948: Clinical Practice 4	2	MAT 6978: Clinical Practice 5 (15 wk Immersion)	4
			MAT 6949: Advance Medical Procedures	2		
				3		
	Total	5	Total	10	Total	10
Total Program Credits						64

Appendix B

MASTER OF ATHLETIC TRAINING PROGRAM TECHNICAL STANDARDS FOR ADMISSION

The Master of Athletic Training Program at Youngstown 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 Program establish the essential qualities considered necessary for students admitted to this Program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the Program's accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]). The following abilities and expectations must be met by all students admitted to the Program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the Program.

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

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

1. The intellectual and behavioral 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 appropriate physical examinations using accepted techniques; and accurately, safely, and efficiently use 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 record physical examination results and a treatment plan clearly and accurately.
5. The capacity to maintain composure and continue to function well during periods of high stress.
6. The perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced.
7. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
8. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for selection to the 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 Center for Student Progress Disability Services at Youngstown State University will evaluate the documentation of a student who states he/she could meet the program's technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws.

If a student states he/she can meet the technical standards with accommodation, then the University will determine whether it agrees that the student can meet the technical standards with reasonable accommodation; this includes a review a 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.

Appendix C

Definition of Terms

Athletic Training Students (ATS): Students enrolled in Youngstown State University's MAT Program.

Bloodborne Pathogens: Pathogens found in blood and blood products. These include but are not limited to: HIV, Hepatitis B, and Hepatitis C.

Board of Certification (BOC): Governing body for professional certification of Athletic Trainers.

Clinical Education Experiences: Direct client/patient care guided by a preceptor. Athletic training clinical experiences are used to verify students' abilities to meet the curricular content standards. ATS complete their athletic training clinical experiences in six semesters upon acceptance to the ATP. All clinical experiences are approved by the Coordinator of Clinical Education.

Clinical Education Site: A healthcare setting that has been approved by Youngstown State University to serve as a site for completion of the Athletic Training Student's Clinical Education.

Clinical Supervision: This is the constant and direct supervision of the athletic training student by the preceptor during completion of clinical education. Direct supervision requires constant auditory and visual contact without the use of electronic means.

Commission on Accreditation of Athletic Training Education (CAATE): Commission responsible for Accreditation of Athletic Training Programs since July 2006. All athletic training students must graduate from a CAATE accredited Athletic Training Program in order to be eligible to sit for the Board of Certification (BOC) examination.

Coordinator of Clinical Education (CCE): Faculty member who directs the clinical education of athletic training students at all clinical sites associated with the MAT Program. This individual is responsible for the maintenance of but not limited to, clinical site contracts, scheduling clinical education experiences and creating new sites for clinical education opportunities.

Disciplinary Procedures: Procedure for formal review of disciplinary actions in the Athletic Training Program.

Medical Director: Ohio Licensed Physician who oversees the MAT Program. The Medical Director provides recommendations regarding academic program content, as well as the safety and welfare of students enrolled in the program.

National Athletic Trainers' Association (NATA): Governing body of Athletic Trainers throughout the United States.

Occupational Safety and Health Administration (OSHA) Guidelines: Federal regulations for employees whose jobs may put them at risk to bloodborne pathogens.

Preceptor: A Certified Athletic Trainer or other appropriate healthcare professional who provides clinical education to students enrolled in the MAT Program. Preceptors must be in good standing in their profession and maintain appropriate state / national credentials. Preceptors supervise, instruct, and evaluate athletic training students during clinical education experiences.

Program Director: Faculty member of the Department of Graduate Studies in Health and Rehabilitation Sciences who has been designated to oversee the MAT Program.

**Youngstown State University
Master of Athletic Training Program
MAT Program Handbook**

Student Agreement

By signing this form, I acknowledge that I have read and understand the policies and procedures stated by the most recent edition of the Youngstown State University Master of Athletic Training (MAT) Program Handbook.

Furthermore, I understand how the contents of this handbook will impact my progression in the program. I will comply fully with all policies and procedures as they have been presented in the MAT Program Handbook. Failure to abide by MAT Program rules, regulations, and policies can result in formal disciplinary action. I understand that the policies and procedures established in future revised editions of the MAT Program handbook supersede all previous policies and procedures of the MAT Program. When revisions to the MAT Program Handbook occur the MAT Program Director will notify all students enrolled in the program and will be provided with the updates via email. Students will be requested to sign an updated Student Agreement Form.

Student's Name: _____
(Print)

Student's Signature: _____ Date: _____