

Department of Physical Therapy and Athletic Training

ATHLETIC TRAINING



Graduate Student Handbook 2022-2023



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GVSU Resources

Grand Valley State University Master of Athletic Training Abbreviation/Terminology

Accreditation – Accreditation is a process of validation in which programs, colleges, universities and institutions of higher learning are evaluated. The standards for accreditation are set by a peer review board. The Commission on Accreditation of Athletic Training Education (CAATE), recognized by CHEA, is the sole programmatic accreditor in athletic training and accredits professional and post-professional degree programs and post-professional residency programs.

Affiliation Agreement – A formal agreement between the program's institution and a facility where the program wants to send its students for course-related and required off-campus clinical education. This agreement defines the roles and responsibilities of the host site, the affiliate, and the student. See also Memorandum of understanding.

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

Athletic Training Program (ATP) – An educational unit who prepares students to become Athletic Trainers.

Athletic Training Student (ATS) – A student currently enrolled in courses while matriculating through a CAATE accredited professional education program.

ATrack – An online cloud-based database that manages student data including proficiency scores, clinical experience hours, forms, documents, clinical assignments, and course matrix.

Commission on Accreditation in Athletic Training Education (CAATE) – The CAATE is a 501(c)(3) non-profit organization currently incorporated in the State of Texas who accredits Athletic Training programs at colleges, universities and other institutions across the country.

Certification – A voluntary process by which a practitioner's entry-level knowledge and skills are demonstrated and measured against a defined standard. The BOC is the only NCCA accredited certification program in the U.S.

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

Clinical Education Coordinator (CEC) – The CEC is a core faculty member whose primary appointment is to the ATP and who has responsibility to the direct clinical education. The CEC is responsible for the oversight of the clinical education portion of the program.

Clinical Site – A facility where a student is engaged in clinical education.

Evidence-Based Practice (EBP) – The conscientious, explicit, and judicious use of current best evidence in making decisions about the care of an individual patient. The practice of evidence-based medicine involves the integration of individual clinical expertise with the best available external clinical evidence from systematic research. Evidence-based practice involves the integration of best research evidence with clinical expertise and patient values and circumstances to make decisions about the care of individual patients. (Source: Sackett D, Rosenberg W, Gray J, Haynes R, Richardson W. Evidence based medicine: What it is and what it isn't. BMJ. 1996;312(7023):71-72).

GVSU Building Abbreviations – For building abbreviations go to <https://www.gvsu.edu/registrar/building-abbreviations-68.htm>.

Grand Valley State University (GVSU) – GVSU is a public liberal arts educational institution.

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

Immersive Clinical Experience – A practice-intensive experience that allows the student to experience the totality of care provided by athletic trainers.

Interprofessional Education – When students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes. (Source: Interprofessional Education Collaborative. Core Competencies for Interprofessional Collaborative Practice: 2016 Update. Washington, DC: IPEC; 2016).

Licensure – Regulated process established by statute whereas it would be illegal for an individual to practice without a license.

Master of Athletic Training (MAT) – a degree in athletic training that is given to a student by a college or university after one or two years of additional study following a bachelor's degree.

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

Mission – A formal summary of the aims and values of an institution or organization, college/division, department, or program.

Outcomes – Indicators of achievement that may be quantitative or qualitative.

Patient Care – The provision of athletic training services (i.e. injury and illness prevention, wellness promotion and education, emergent care, examination and clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions) to an actual patient.

Patient-Centered Care – Care that is respectful of, and responsive to, the preferences, needs, and values of an individual patient, ensuring that patient values guide all clinical decisions. Patient-centered care is characterized by efforts to clearly inform, educate, and communicate with patients in a compassionate manner. Shared decision making and management are emphasized, as well as continuous advocacy of injury and disease prevention measures and the promotion of a healthy lifestyle. (Source: Institute of Medicine. Crossing the Quality Chasm: A New Health System for the 21st Century. Washington, DC: National Academies Press; 2011. doi:10.17226/10027)

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

Preceptor – Preceptors supervise and engage students in clinical education. All preceptors must be licensed health care professionals and be credentialed by the state in which they practice. Preceptors who are athletic trainers are state credentialed (in states with regulation), certified, and in good standing with the Board of Certification.

Program Director (PD) – The PD is a full time-faculty member whose primary assignment is to the athletic training program. The PD is responsible for the management and administration of the program.

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

Professional Program – The graduate-level coursework that instructs students on the knowledge, skills, and clinical experiences necessary to become an athletic trainer, spanning a minimum of two academic years.

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

MAT Faculty Directory



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Professor

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Grand Rapids, MI
49503

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Email: hatzelb@gvsu.edu

Student Support Services

Campus Health Center
10383 42nd Avenue
Allendale, MI 49401
(616) 685-7600

<https://www.gvsu.edu/campushealth/campus-health-center-28.htm>

Career Center
206 Student Services
10800 North Campus Drive
Allendale, MI 49401
(616) 331-3311

<https://www.gvsu.edu/careers/>

CHP Academic Advising Center
113 CHS
301 Michigan Street, NE
Grand Rapids, MI 49503
(616) 331-5900

<https://www.gvsu.edu/chpss/>

Department of Public Safety
1011 Service Drive
Allendale, MI 49401
(616) 331-3255
Downtown (616)331-3400

<https://www.gvsu.edu/gvpd/>

Disability Support Services
215 The Blue Connection
1 Campus Drive
Allendale, MI 49401
(616) 331-2490

<https://www.gvsu.edu/dsr/>

Financial Aid
100 Student Services Building
10800 North Campus Drive
Allendale, MI 49401
(616) 331-3234

<https://www.gvsu.edu/financialaid/>

Fred Meijer Center for Writing & Michigan Authors
Steelcase Knowledge Market
DeVos Building A
401 W Fulton Street
Grand Rapids, MI 49504
(616) 331-2922

<https://www.gvsu.edu/wc/>

Gayle R. Davis
Women and Gender Equity
1201 Kirkhof Center
10670 South Campus Drive
Allendale, Michigan 49401
(616) 331-2748

<https://www.gvsu.edu/cwge/>

Grand Valley State University Family Health Center
72 Sheldon Boulevard SE
Grand Rapids, MI 49503
(616) 331-9830

<https://www.gvsu.edu/fhc/>

Graduate School
318C DeVos Center
401 W. Fulton Street
Grand Rapids, MI 49504
(616) 331-7105

<https://www.gvsu.edu/gs/>

Health Compliance Office
301 Michigan Ave. NE
Suite 400
Grand Rapids, MI 49503
(616) 331-5812

<https://www.gvsu.edu/healthcompliance/>

Milton E. Ford LGBT Resource Center
1161 Russel H. Kirkhof Center
10670 South Campus Drive
Allendale, MI 49401
(616) 331-2530

<https://www.gvsu.edu/lgbtrc/>

Multicultural Affairs
1240 Russel H. Kirkhof Center
10670 South Campus Drive
Allendale, MI 49401
(616) 331-2177

<https://www.gvsu.edu/oma/>

Office for Title IX and Institutional Equity
4015 James H. Zumberge Hall
4099 Calder Drive
Allendale, MI 49401
(616) 331-9530

<https://www.gvsu.edu/titleix/>

Peter Secchia Military & Veterans Resource Center
110 Devos Center for Interprofessional Health
301 Michigan Street NE
Grand Rapids, MI 49503
(616) 331-2369

<https://www.gvsu.edu/veterans/>

Speech Lab
154 Lake Michigan Hall
4069 Calder Drive
Allendale MI 49401
(616)331-8115

<https://www.gvsu.edu/speechlab>

Student Academic Success Center
200 Student Services
10800 North Campus Drive
Allendale, MI 49401
(616) 331-3588

<https://www.gvsu.edu/sasc/>

Student Services/Registrar
150 Student Services
10800 North Campus Drive
Allendale, MI 49401
(616) 331-3327

<https://www.gvsu.edu/registrar/>

University Counseling Center
206 Student Service Center
10800 North Campus Drive
Allendale, MI 49401
(616) 331-3266

<https://www.gvsu.edu/counsel/>

University Counseling Center (Pew Campus)
101 B DeVos
401 W Fulton Street
Grand Rapids, MI 49504
(616) 331-3266

<https://www.gvsu.edu/counsel/>

Website Resources

The websites listed below may be useful to students in addition to the resources listed above. Students will find the name of the website, URL link and helpful content listed on those sites.

GVSU

Athletic Training Program – <https://www.gvsu.edu/athletictraining>

Our website includes and is not limited to: Program Information, Faculty Information, Application Process, Degree Requirements, Scholarships related to Athletic Training, Academic Advising, Academic Honor Society – Iota Tau Alpha, Professional Opportunities, Alumni Resources, and Licensure Information.

Graduate School – <https://www.gvsu.edu/gs/>

Application, General Campus Information, and Graduate Student Resources.

Graduate Education Policies & Procedures - <https://www.gvsu.edu/gs/policies-and-procedures-58.htm>

The Graduate School Policies & Procedures website includes the Graduate School Policies & Procedures handbook along with other Graduate School resources.

Undergraduate & Graduate Catalog - <https://www.gvsu.edu/catalog/>

The catalog is a comprehensive list of current information regarding rules and regulations, course offerings and degree requirements.

Academic Calendar - <https://www.gvsu.edu/registrar/academiccalendar.htm>

The calendar refers to dates related to Registration, Important Dates, and Final Exams dates/times.

Scholarships - <https://www.gvsu.edu/financialaid/scholarships-157.htm>

See the Athletic Training Program website for athletic training scholarships through the University and Professional Athletic Training Organization.

Student Code: The Statement of Student Rights & Responsibilities - <https://www.gvsu.edu/studentcode/>

Standards of conduct are established in order to generate an atmosphere in which the mission, vision, and values of Grand Valley State University (hereafter “University”) can flourish. Individual rights can only be ensured with acceptance of individual and group responsibilities and respect for the rights of others.

Individuals attending and/or entering upon property owned or controlled by the University or engaged in university-sponsored activity or program automatically places themselves under the applicable rules and regulations of the institution. The conduct, herein described, provides due process and is consonant with constitutional guarantees.

The student code addresses Student Prohibited Conduct, Academic Honesty, and Grievance Processes.

This policy is not limited to GVSU facilities or experiences. The Student Code: The Statement of Student Rights & Responsibilities extends to all clinical/immersive experiences, professional conferences, and any other associated activity. GVSU MAT Faculty have the ability to dismiss students from the MAT Program for any breach of the Student Code (see dismissal policy).

Web-Based

ATCAS – <https://atcas.liaisoncas.com/applicant-ux/#!/login>

ATCAS is a service of the Commission On Accreditation of Athletic Training Education (CAATE) and is administered by Liaison International (LI), an education information technology company located in Watertown, MA. ATCAS allows athletic training applicants to use a single web-based application and one set of materials to apply to multiple athletic training programs. Applicants who apply to ATCAS submit a completed web-based application that includes biographical information, educational history and record, work and observation experiences, as well as a personal statement. It is the applicant's responsibility to read and follow specific instructions for ATCAS, and to determine which type of athletic training program the applicant is eligible to apply to. GVSU ATP has adopted to use this platform.

ATrack - <https://www.atrackonline.com/>

ATrack is a software tool used by the GVSU ATP for students and our preceptors. This tool is for tracking of clinical hours, midterm and final evaluation of the athletic training student, evaluation of the preceptor, update reports, and enter in general medical experiences. ATrack is accessible from your computer, smart phone or tablet. Athletic training students will get more information regarding ATrack in their clinical courses.

Professional Athletic Training Organizations

National Athletic Trainers Association - www.nata.org

Great Lakes Athletic Trainers Association – www.glata.org

Michigan Athletic Trainers Society – <https://www.michiganatsociety.org/>

Grand Valley State University Honor Society – Iota Tau Alpha

The Purpose of Iota Tau Alpha (ITA) Athletic Training Education Honor Society is the promotion and encouragement of scholarly activity in athletic training and the recognition of outstanding achievement among students enrolled in athletic training programs. Iota Tau Alpha activities stimulate interest, scholarly attainment, and investigation in Athletic Training Education, and promote the dissemination of information among students of Athletic Training Education

Mission: The purpose of this organization shall be to provide peer support to fellow students in the Athletic Training Major, promote the profession of athletic training through volunteer and fundraising events, and earn the respect of fellow GVSU students and the surrounding community.

Philanthropy: Wes Leonard Foundation

Mantra: We heal those contending for the prize

For more information about ITA and how to join, please visit <https://www.gvsu.edu/athletictraining/iota-tau-alpha-12.htm>

Accreditation Statement

The Master of Athletic Training Program (MAT) at Grand Valley State University (GVSU) is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The MAT is currently Active in [Good Standing](#). CAATE is located at 6850 Austin Center Blvd., Suite 100, Austin, TX 78731-3184. They can be contacted by phone 512.733.9700 or toll-free 844.462.2283.

Guiding Principles

The professional Master of Athletic Training (MAT) and combined BS in Exercise Science/MAT degrees are in direct alignment with the University's core value of integrating liberal learning with professional development. In the Exercise Science degree students will be exposed to a broad-based learning environment taking courses with students from multiple disciplines while the MAT degree provides students with focused content specific to the discipline with fellow students accepted to the MAT. The Master degree courses will focus on integrated learning and include many Association of American Colleges & Universities High Impact Practices including: Common intellectual experiences within the AT curriculum and with other healthcare professionals, learning communities as students travel through the curriculum in cohorts, writing intensive courses which integrate with collaborative assignments and projects where students will work with local community members to assess and improve existing practices, broad based research opportunities with a curriculum that provides a rich foundation in methodology and design, a diverse learning environment where students are exposed to a variety of populations both within and outside of the discipline, service learning and community based learning experiences are incorporated through all clinical assignments as students learn from professionals within the local community, and culminating projects will allow students to reflect on their learning and provide an important transition period from the role of student to practitioner. In addition, the Institute of Medicine proposed a set of core competencies deemed essential for all healthcare professionals to meet the needs of the 21st-century health care system. These core competencies, which align with the 2020 CAATE Core Competency Standards and Interprofessional Education Collaborative (IPEC) Core Competencies, are the fundamental building blocks that all GVSU Master of Athletic Training students will use to build their professional practice skills. Students will be educated on Patient-Centered Care as members of an Interdisciplinary Team, emphasizing Evidence-Based Practice, Quality Improvement Approaches, and Informatics.

Comprehensive Strategic & Assessment Plan Overview

The Athletic Training program is housed in the Department of Physical Therapy and Athletic Training. The following document contains a summary of the Athletic Training Program Comprehensive Strategic and Assessment Plan which contributes to the University requirements for strategic planning and assessment. The Actual plan is housed in a university online system called GVAdvance which contains detailed information on Strategic Planning (GVPlan) and Student Learning Outcome (GVAssess) Assessment. Data collected is discussed at monthly bi-weekly AT faculty meetings and with students through classes and regularly planned meetings. The AT faculty are part of the involved with departmental strategic planning and assessment in accordance with College and University policy. All departmental data is publicly available through the University Assessment website (www.gvsu.edu/spaa/).

MISSION – Athletic Training

The mission of the Grand Valley State University Athletic Training Program is to prepare professionals to enhance the quality of health care for athletes and the physically active. Preparation is supported by formal instruction, clinical experience, and research.

VISION – Athletic Training

The vision of the Grand Valley State University Athletic Training Program (ATP) to provide exceptional education through the utilization of interactive classroom instruction and clinical experiences; preparing students to excel on the Board Certification Exam (BOC) and to enter the profession as qualified health care providers. The ATP also strives to promote and integrate the Athletic Training profession as an essential component of the health care network.

VALUES - The Athletic Training Program Values

- **Innovative and diverse methods of teaching** - We promote multiple forms of content delivery through varied and innovative teaching techniques.
- **Collaborative scholarly and creative activity** - We recognize that scholarly creative work is a high impact activity for students, and value the interaction between faculty and students in pursuing this form of inquiry.
- **Physical literacy** - We recognize the importance of being physically active for a lifetime and value its role in both physical and mental health.
- **Diversity and cultural competency** - We value diversity and inclusiveness in teaching, scholarship and service.
- **Inclusive living-learning communities** - We value the opportunity for students to live in a “shared” community that allows for greater faculty and peer interaction and increases opportunities for coordinated activities and resources in a socially and academically supportive residential living environment.
- **Experiential learning** - We promote experiential learning within our curricula. Students learn to apply knowledge by being immersed within the professional environment.
- **Critical thinking and problem solving** – We value the process of challenging current practices, examining and evaluating evidence, and questioning assumptions.
- **Institute of medicine core competencies** – We value working as a part of interprofessional teams; delivering patient-centered care; practicing evidence-based medicine; focusing on quality improvement; and using information technology.

Strategic Planning Assessment (Programmatic Assessment)

Consistent with and builds off of Movement Science Department Strategic Planning Goals and Objectives.

*The detailed plan, in GVPlan, is located in the GVSU online assessment system, GVAdvance. This includes detailed information on assessment tools, target goals and thresholds, target audience, responsible parties, action plans, and dissemination plans (within reporting).

AT Program Goals

Goal 1: Increase Departmental resources to improve quality of instruction, scholarship and service across all programs in the Department of Movement Science.

Obj 1: By 2021, increase the number of TTF in the Department of Movement Science.

Obj 2: By 2021, decrease the faculty to student advising ratio within the department to less than 60.

Obj 3: By 2021, increase teaching and research space (including laboratory), equipment, and supplies for instruction and scholarship.

Goal 2: Promote and Support Academic Programming.

Obj 1: Improve marketing and visibility of program initiatives (college, university, community, profession).

Obj 2: Revise curriculum to reflect current practice and innovations in the field.

Goal 3: Establish Graduate Programming in the Department.

Obj 1: Offer a Master's Degree in Athletic Training by Fall 2018.

Goal 4: Programmatic outcomes will show a high level of student success.

Obj 1: Students will receive a first-time pass rate of 100% on the Board of Certification exam.

Obj 2: Students will receive a 3-year aggregate first-time pass rate on the BOC exam of 100%.

Obj 3: 100% of students will graduate from the Athletic Training Program once admitted.

Obj 4: There will be a 100% retention rate for students who apply and are admitted to the Athletic Training Program.

AT Faculty Goals

Goal 1: Review and revise faculty expectations and responsibilities within the Department.

Obj 1: Promote equitable load distribution across faculty (teaching & service).

Goal 2: Promote and support faculty advancement.

Obj 1: Increase number of faculty nominated for awards.

Obj 2: Increase and retain number of qualified AT faculty who seek tenure and promotion at all ranks.

Obj 3: Increase opportunities for faculty collaboration in teaching, scholarship, and initiatives.

AT Student Goals

Goal 1: Promote and showcase student participation in AAC&U high impact practices.

Obj 1: Increase the number and type of experiential learning opportunities for students.

Obj 2: Increase the number of students participating in scholarly, leadership, and professional activities (presenting at SSD, co-authorship on presentation & publications, attendance at conferences).

Goal 2: Maintain the number of students admitted to the Athletic Training Program to match completion rates.

Obj 1: Identify curricular barriers to degree completion.

Obj 2: 100% of students admitted to the Athletic Training Program will stay in the program until graduation.

Goal 3: Student employment/placement rates will be reflective of their educational preparation.

Obj 1: 100% of graduates will be employed as Athletic Trainers or enrolled in graduate level educational programming.

Student Learning Outcomes – MAT (Graduate Program)

(completed as part of University Assessment requirements): Assessments are continually added and updated based on student performance (course evaluation tools, BOC exam, etc.)

*Detailed Information is located in GVAssess, located in the GVSU online assessment system, GVAdvance. This includes detailed information on assessment tools, target goals and thresholds, target audience, responsible parties, action plans, and dissemination plans (within reporting).

Outcome MAT-A IPEC Core Competency Integration: Students will integrate select core competencies of interprofessional collaborative practice into Athletic Training practice.

Obj 1: Students will collaborate with individuals of other professions to maintain a climate of mutual respect and shared values (CAATE Standard 62/Values/Ethics for Interprofessional Practice (IPP)).

Obj 2: Students will use the knowledge of one's own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations. (Roles/Responsibilities of IPP).

Obj 3: Students will communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease. (Interprofessional Communication).

Obj 4: Students will apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/populations-centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable. (Teams and Teamwork).

Outcome MAT-B IOM Core Competencies: Athletic Training students will employ the 5 Institute of Medicine Core Competencies for Health Care Professionals.

Obj 5: Students will provide patient-centered care. (CAATE Competencies 56-59/IOM Patient-Centered Care Competency).

Obj 6: Students will apply athletic training services in a manner that uses evidence to inform practice (CAATE Standard 62/IOM EBP Competency).

Obj 7: Students will apply contemporary principles and practices of health informatics to the administration and delivery of patient care. (CAATE Standard 64/IOM Informatics Competency).

Obj 8: Students will use systems of quality assurance and quality improvement to enhance client/patient care (CAATE Standard 63/IOM Quality Improvement Competency).

Obj 9: Students will work in interdisciplinary teams - cooperate, collaborate, communicate, and integrate care in teams to ensure that care is continuous and reliable (CAATE Standard 62/IOM Teams and Teamwork Competency).

Clinical Site Assessments

*Detailed information can be found in ATrack. All Assessment tools have been uploaded from ATrack.

Formative

Bi-weekly Reports: Student or preceptors fill out the bi-weekly report. The report can be in the form of a progress report, concern report, or a discipline report. (completed through ATrack).

Update Reports (4 x semester): Students complete 4 update reports throughout their clinical experience. This is a self-reflection on what they have learned, their experiences, and it details what they would like to focus. (completed through ATrack).

Information is reviewed by the assigned course instructor and results discussed with the student as needed and in aggregate with the class as themes present themselves.

Concerns will be addressed with the student by the clinical course faculty member and/or the CEC.

Midterm Report: Preceptors complete a mid-term report on each student which provides them with formative feedback on what they need to focus on for the second half of their experience (completed through ATrack).

Information is discussed between the Preceptor and Student on what the student is doing well and areas for improvement. The course instructor will also review and discuss results with the student.

Summative

Final Report: Preceptors complete a summary of the student's experience at their clinical site with scores/information on their readiness to function as a certified athletic trainer (completed through ATrack). Information is discussed between the Preceptor and Student on what the student is doing well and areas for improvement. The course instructor will also review and discuss results with the student.

Final Evaluation of Site/Preceptor by Student: Students will complete a final evaluation of their clinical site and preceptor at the end of each experience. This information is shared with the preceptor after the end of the semester. This information is both summative due to being at the end of the experience, but also formative in that it provides each preceptor with feedback on where they may be able to improve in mentoring student learning when future students are assigned (completed through ATrack).

Information is shared from the Clinical Education Coordinator to the Preceptor and discussions and/or meetings regarding assessments take place as necessary.

Concerns will be addressed with the student by the clinical course faculty member and/or the CEC.

Evaluation of Preceptor/Site by Faculty: Faculty complete site/preceptor evaluations at least once per year to ensure that the site is maintaining compliance with affiliation agreement standards and to ensure students are receiving appropriate mentoring. This form is the same as the student final eval of the site/preceptor. (completed through ATrack).

This information is collected by the CEC who disseminates the information with the assigned Preceptor. This information is also shared with AT faculty at regularly scheduled meetings as part of on-going discussions of clinical experiences.

GVSU Inclusion and Equity and Equal Opportunity/Affirmative Action Policy

As adopted by the Board of Trustees, in [GVSU Board of Trustees Policy 9.1](#), Grand Valley State University is committed to inclusion and equity, and strives to establish a climate that welcomes and affirms the contributions of all students and employees. The University is guided by values for inclusiveness and community which are integral to our mission to educate students to shape their lives, their professions, and their societies, and to enrich the community through excellent teaching, active scholarship, and public service. The University strives to provide all members of its community an inclusive environment and equitable opportunities for success.

The University is also committed to maintaining a climate conducive to an educational, living, and employment environment that is free from unlawful acts of harassment and discrimination, as well as those defined by this policy. All members of the community are expected to conduct themselves in a manner that does not infringe upon the rights of others. It is neither the purpose nor intent of this policy to infringe on the First Amendment or academic freedom as defined by the University.

The University is an affirmative action, equal opportunity institution, consistent with its obligations as a federal contractor. It encourages diversity and provides equal opportunity in education, employment, all of its programs, and the use of its facilities. It is committed to protecting the constitutional and statutory civil rights of persons connected with the University.

Members of the University community, including students, employees, faculty, staff, administrators, Board members, consultants, vendors, others engaged to do business with the University, candidates for employment or admissions, and visitors or guests have the right to be free from acts of harassment and discrimination, including sexual misconduct, as defined by this policy. In accordance with applicable federal and state law and this policy, acts of discrimination or harassment by members of the campus community are prohibited if they discriminate or harass on the basis of age, color, disability, familial status, height, marital status, national origin, political affiliation, race, religion, sex/gender (including

gender identity and expression), sexual orientation, veteran or active duty military status or weight. This includes inappropriate limitation of, access to, or participation in educational, employment, athletic, social, cultural, or other university programs and activities. The University will provide reasonable accommodations to qualified individuals with disabilities. Limitations are lawful if they are: directly related to a legitimate university purpose, required by law, or lawfully required by a grant or contract between the university and the state or federal government. For the purposes of this policy, sex-/gender-based harassment includes sexual misconduct, sexual assault, interpersonal or relationship violence, and stalking.

If anyone at Grand Valley State University feels as if they have been treated differently based on their identity, or if anyone observes or experiences a bias incident, please report it in any of the following ways:

1. By phone: Office for title IX & Institutional Equity 616.331.9530 or Department of Public Safety 616.331.3255
 2. In person: Office for title IX & Institutional Equity, 4015 JHZ or Department of Public Safety, Department of Public Safety Service Building 1011 Service Drive, Allendale, MI.
- *Campus Climate (Bias) Incident* - To report an incident of bias please visit <https://www.gvsu.edu/cccl/> for more information.
 - *Sexual Misconduct/Discrimination/Harassment/Retaliation* - To report an incident of sexual misconduct, harassment, discrimination and/or retaliation please visit https://gvsutix-gme-advocate.symlicity.com/titleix_report/index.php/pid468304? for more information.

For more information regard GVSU policies related to Title IX or those referenced above please go to <https://www.gvsu.edu/titleix/>

GVSU MAT Student Contact Information

Faculty will collect student's phone numbers, emergency contact information, emails, and current/permanent addresses. This information will be used to deliver pertinent information regarding the Athletic Training Program. This may include but not limited to update in procedures, news of a peer/alumni, and award functions. Information is accessible by administrators of the program and may be shared when deemed necessary. If at any point throughout the matriculation of the Athletic Training Program, your contact information changes, please update with the Admissions Coordinator.

GVSU Student Health/Medical Insurance Coverage

The MAT Program strongly encourages that all students have health insurance coverage in effect at all times, either through a family, individual plan, university, professional group plans or any combination of those previously stated. The payment for medical fees incurred due to any injury or illness arising out of the participation in the MAT Program are the responsibility of the student. A health insurance plan is available for all students through GVSU. Details are available at <https://www.gvsu.edu/campushealth/student-health-insurance-23.htm>

GVSU MAT Professionalism Expectations

Definition

A set of values, attitudes, and behaviors that result in serving the interest of the patients and society before one's own.

Reference:

Reynolds PP. Reaffirming professionalism through the education community. Ann Intern Med. 1994;120(7):609–14 DOI: 10.7326/0003-4819-120-7-199404010-00013

Professional Behavior

This policy has been developed in order to maintain a classroom atmosphere that enhances, and fosters learning and demonstrates respect for the instructor/peers.

Professional behavior is expected in the classroom and in all program-related activities (this includes but not limited to clinical educational sites and professional meetings). Students are expected to be in class on time, will have cell phones turned off and will demonstrate respect during all interactions with peers, faculty, and staff. It is expected that students will be prepared for their class sessions by reviewing the required readings and previous lecture information. Students are expected to participate in class sessions in an appropriate manner, and become independent, informed consumers of information (see GVSU [Academic Integrity of Scholarship and Grades](#)).

In addition to the classroom experiences, students will arrive to their clinical/immersive experiences on time, cell phones will be for emergency purposes only, and will demonstrate respect during all interpersonal interactions. It is expected that students are engaged at their clinical/immersive experiences. Students are expected to participate in the clinical setting, under the supervision of the preceptor, by applying information learned in the classroom setting.

Regardless of classroom or clinical setting, students are to act with integrity and honesty, be polite and respectful, wear appropriate attire in public places, and hold yourself to high ethical standards (see [NATA Code of Ethics](#), [BOC Code of Ethics](#), and [BOC Professional Standards](#) in the Appendices). If a student fails to uphold these professional criteria, a letter of reprimand may be written and placed in the student's file consistent with the GVSU MAT [Disciplinary Policy](#).

The goal of the GVSU ATP is to develop an athletic trainer who is competent in athletic training skills, who represents the profession in an appropriate and professional manner and engages in life-long learning activities related to the profession.

Student Dress Code

Students will be required to dress PROFESSIONALLY (business casual) for ALL clinical/immersive experiences. Examples include: Khaki pants, polo shirts, nice sweaters, etc. INAPPROPRIATE attire would include: jeans, revealing low-cut clothing (tops and/or bottoms that reveal the torso), body-piercing(s) and excessive jewelry, open-toed shoes (this includes flip-flops and crocs). Professional conduct is not limited to your attire. Clinical preceptors may allow wind pants, t-shirts, sweatshirts, etc. It is encouraged that Athletic Training Students remain professional in their dress regardless of these exceptions. Students will maintain proper hygiene. Professionalism also includes your overall interactions with staff and students at clinical/immersive experiences.

Preceptors have the right to send students home and/or contact the Clinical Education Coordinator prior to returning due to unprofessional conduct. See "[Professional Behavior](#)" above

Social Media Guidelines

As an institution, Grand Valley recognizes the value of social media and supports its use. The university encourages students, faculty, and staff to embrace social media as an engaging and impactful communication tool. Social media has a significant impact on organizational and professional reputations, and because social media can blur the line between personal voice and institutional voice. Grand Valley has crafted guidelines to help clarify how best to enhance and protect said reputations when participating in social media. This policy is a code of conduct that provides guidelines for faculty and staff members who post content online as part of their job or personal brand.

At no time is it appropriate to speak or post in any venue about your clinical/immersive experiences and/or patients within. This is a direct breach of HIPAA.

Grand Valley State University maintains official pages on various social media platforms. You can find links to those pages at <http://gvsu.edu/s/0dy>. These pages are maintained for the purpose of reaching people and engaging them with the university and its services.

For the rest of GVSU Social Media Guidelines please visit <https://www.gvsu.edu/socialmedia/social-media-guidelines-33.htm> for General Recommendations, Posting on Behalf of GVSU, Personal Site

Guidelines, Confidentiality, and Privacy, Using Photos and Videos, Crisis Communication on Social Media, Free Expression, Advertising, and Accessibility.

The purpose of these guidelines is to have a set of standards for social media pages and blogs related to Grand Valley that can be applied equitably across all areas of the university and can assist department leaders, communications professionals, web managers, and others in planning future web use. The standards are designed to protect the reputation of Grand Valley and the safety of alumni, students, prospective students, faculty, staff, and others. If absolutely necessary, the university, through various offices, reserves the right to remove content that does not comply.

Individuals covered by these guidelines are those who are authorized to speak on behalf of Grand Valley schools, colleges, departments and units through social media platforms.

Email Usage

Students

All GVSU students are provided a free university g-mail email account. Students must use this email address in all correspondence with the University. Faculty, staff, and preceptors will use the University student email address only. Students are strongly encouraged to check this account daily. Students should be familiar with how to access and use the account. Many messages and important communication about the University, course work, clinical site, etc. will be sent to students via this method.

Faculty

Faculty will regularly check email during business hours only. Do not expect an immediate reply if you send an email after office hours. Generally, students will see a response from faculty, preceptors or staff members within 48 hours. It is advised, that emails with content related to coursework should be emailed 72 hours prior to the due date.

Netiquette/Guidelines

Emails should include the following information to reflect professionalism:

1. Identify the course - section number and subject – many faculty teach multiple courses and multiple sections. The subject line then should have the Course Number – Section and title of the email topic. This will result in a timely response.
2. Formal Salutation – This would include Dear first and last name with the proper prefix (Dr., Professor, etc.).
3. Avoid Informal Phrases or “text” shorthand_– or language that is best used in friendships or social relationships.
4. Treat the body of the email as you would a formal business letter - beginning with a clear statement of the main idea, followed by necessary information. End with a clear request for next steps if relevant.
5. Utilize appropriate Grammar and Punctuation
6. Utilize spell check and Proof read your email
7. Include your name – provide a proper closing signature, email addresses do not always indicate who you are. Faculty may have another student with a similar email address or name.

Academic Advising

Assignment of Advisor

Academic Advising plays an integral role in student success. Each admitted Athletic Training Program Student will be assigned an advisor from the MAT Program Faculty. Students may be assigned a different academic advisor when faculty turnover occurs or when personal advisee/advisor conflicts occur (as deemed necessary by the Department Chair). Students who attend GVSU for their undergraduate degree may see a change in their academic advisor once admitted to the Athletic Training Program.

Advisor Functions

1. Advisor as a humanizing agent, whose interaction with students occurs outside the classroom and in an informal setting, so that the student feels comfortable seeking the advisor out.
2. Advisor as counselor or mentor, who helps guide students through academic policy and procedure, offers advice and listens, and refers them to support when needed.
3. Advisor as educator or instructor, who teaches students strategies for success and helps them understand curriculum, the purpose of their academic program, and encourages problem-solving, critical thinking, and decision making.

Faculty Advisor Roles

Faculty Advisor roles include: Development of suitable educational plans including the selection of appropriate courses and other educational experiences, enhancement of student awareness about educational resources available (e.g., internship, study abroad, honors and learning assistance program), referral to and use of GVSU and community support services, clarification of career and life goals, evaluation of student progress toward established goals, interpretation of GVSU requirements, development of decision-making skills, and reinforcement of self-direction.

Student Roles

Students are expected to give careful consideration to their academic career goals. It is expected that students meet with their academic advisor annually. Students must take the initiative to schedule the appointment on their own and come prepared (as mentioned above). Students must accept responsibility for making final decisions on academic choices. Students who perform low in coursework are strongly encouraged to meet with the instructor of record and faculty advisor.

Preparing for an Appointment

1. Please anticipate your advising needs and make appointments early. Faculty schedules fill up quickly, especially during peak times such as registration. Look to meet faculty advisor during open office hours (posted online under ATP faculty directory and on each faculty member office door).
2. Feel free to discuss academic and non-academic issues relevant to your education with your advisor. Be willing to identify and discuss your difficulties and come up with ideas for addressing them. The more we know, the better able we are to determine appropriate academic goals. This also includes clinical site placement concerns.
3. Be prepared and come with written questions.
4. Research of Degree & Course Requirements
5. If you wish to discuss scheduling, create a tentative schedule for yourself and bring it to the advising appointment

Advising Resources

1. GVSU AT Program Website - <http://www.gvsu.edu/athletictraining>
2. Banner - <https://www.gvsu.edu/bannersignon.htm>
3. MyPath - myPath is a tool designed to assist students in preparing for and tracking their progress toward graduation. It encompasses both a degree analysis audit and an educational planner. For more FAQ's and video tutorial go to <http://www.gvsu.edu/registrar/mypath-information-41.htm>. Access MyPath by going to Banner (<https://www.gvsu.edu/bannersignon.htm>) – Student – Student Records – MyPath. Students can find the following information and more below.
 - a. GPA and GPA Calculator
 - b. Assigned Faculty Advisor
 - c. Student View vs. Registrar View
 - d. What If?
 - i. The “What If” function allows students to hypothetically change their degree, catalog year, major, minor, or emphasis. The “What If” audit will show what coursework is required for the new major, minor or emphasis, how courses

previously taken are applicable to those requirements, and what courses are still left to take. The “What If” does not change the major/minor. Please note: In order to declare a major, students must go through the major declaration process in myBanner.

- e. What is the Planner?
 - i. The educational planner assists students in planning their courses for future semesters to complete the desired program.
- 4. Advising Guidebook for Graduate Students (<https://www.gvsu.edu/guides-for-graduate-students-70.htm>)
- 5. Master and Combined Degree Advising - Besides your academic/faculty advisor you can go to the CLAS advising center for a professional advisor. For more information go to <http://www.gvsu.edu/clasadvising/> Additionally, you can go to the College of Health Professions (CHP) advising center for the master’s degree professional advisor. For more information go to <https://www.gvsu.edu/chpss/>.
 - a. Professional advisors offer a broader perspective on your undergraduate experience. A professional advisor’s expertise is in how to successfully fulfill major/minor and graduation requirements and navigate through the process of getting an undergraduate degree, and they can clarify for you the steps necessary to prepare for a career and/or graduate study. In the case of the professional advisor, the in-depth knowledge they bring to addressing your questions and concerns is about college and university policies and procedures, your myPath degree evaluation and transcripts, and the wide range of resources and extra- and co-curricular experiences available to students.
 - b. Faculty advisors are experts in your major field and bring this in-depth understanding into play in addressing your questions and concerns. They know the wide variety of careers available to majors, what specific courses will be best for you, and how to most effectively choose and prepare for specific graduate programs and careers. They can also help you evaluate how well your skills and abilities fit with the field and your goals. In addition, they have extensive contacts in the field and can foster your professional development in your academic area of interests.
- 6. Registrar Office <http://www.gvsu.edu/registrar/> - for drop/add requests, graduation requirements, etc.

Master of Athletic Training Coursework

Below is a list of the required coursework of the MAT degree in numerical and alphabetical order. Seek your academic adviser for the course sequence guide.

ATH 506	Intervention and Referral	2
ATH 514	Assessment and Evaluation	4
ATH 515	Assessment and Evaluation II	4
ATH 521	Athletic Training Clinical I	3
ATH 522	Athletic Training Clinical II	3
ATH 523	Methods of Evidence-Based Practice	4
ATH 525	Prehospital Care of the Injured Patient	4
ATH 530	General Medical Conditions in Athletic Training	3
ATH 575	Therapeutic Interventions I	4
ATH 607	Pharmacology in Athletic Training	3
ATH 626	Athletic Training Clinical III	4
ATH 628	Athletic Training Clinical IV	4
ATH 675	Therapeutic Interventions II	4
ATH 685	Advanced Techniques in Athletic Training	2
ATH 689	Professional Topics in Athletic Training	3
*ATH 693	Project in Athletic Training	4
IPE 507	Integrated Team Health Care	2
STA 610	Applied Statistics for Health Professions	3
		Total Credits 57-61

*ATH 693 - Will be taken twice in the second year, for a total of 4 credits (1-3 credits per semester).

ATH 523: CITI-RCR (Collaborative Institutional Training Initiative - Responsible Conduct of Research) Modules Policy

All MAT Program students will complete their Responsible Conduct of Research training. Students must complete the outlined CITI modules as part of and coinciding with ATH 523 – Methods of Evidence-Based Practice in Athletic Training, which is taken in the first year in the program. Students will complete modules in the areas of Human Subjects Research, Information Privacy & Security, and Responsible Conduct of Research.

ATH 693: AT Project Guide

MAT Program students will complete a master's level project that requires them to demonstrate and apply skills learned in the athletic training program. This project may involve conducting a case study, systematic review, or original group research that will be written and orally presented at its completion. Additionally, MAT students will be guided by faculty mentors. The following is a guide, in alignment with GVSU [Graduate School Project Guidelines](#), to prepare students for their AT Project.

Project Faculty Committee:

Students must have a minimum of 2 faculty committee members on their project, with at least 1 member being an AT faculty. A third committee member may be added if additional expertise is required for project.

1. AT Faculty (Fox, Bartz-Smith, Hatzel, Parker) - assigned to project
 - a. To aid in AT faculty assignment: content faculty, project group members (as appropriate), type of project, and what the topic/question is should be shared with the AT faculty group as early as possible
2. Content Faculty (PhD, EdD, Preceptors) - Identified and approached by student
 - a. May be from within or outside of the Department of Physical Therapy and Athletic Training department
3. As needed – Identified by student in consultation with other faculty committee members

Checklist before allowed to register:

All individuals/groups must answer the following (to the AT Faculty committee members' satisfaction):

1. Plan for project
 - a. Type of project?
 - i. PICO
 - ii. Systematic review
 - iii. Case report
 - iv. Original investigation
 - v. Other type of project by approval of the project committee
 - b. What question are you trying to answer?
 - c. Why is it important – clinically, practically, add to knowledge base?
 - d. List of appropriate, quality, available sources that support your answers to b and c
 - e. Dissemination plan
 - i. In what form, when, and where?
 - ii. Must complete the Dissemination Plan Template under the Dissemination Policy in the MAT Student Handbook
2. Timeline
 - a. It is vital that your timeline and expectations of yourself (your group members, if applicable) and your committee members are realistic and align with the time available before graduation
 - b. Outline deadlines for when component parts of the project will be completed
 - c. Include dissemination details (i.e. deadlines for abstract submission)
3. Immersive experience consideration
 - a. Plan for how to keep the project moving forward – how to meet, when to meet, etc.
 - b. Account for in timeline
4. If working in a group, plan for load distribution among students
 - a. Max 2-3 group members
 - b. Must demonstrate significant and meaningful workload for each group member

Graduate Council Policy for Culminating Experience Projects (CEP)

1. All masters (ATH 693) culminating experience projects (CEP) must be overseen and approved by at least one graduate faculty member – AT Faculty (potentially also Content Faculty).
2. The AT Faculty (or committee) must be reviewed and approved by the PD and unit head of the academic department.
3. There must be a final oral presentation (e.g. classroom, video conference, posted video, podcast, demonstration) of the completed project.
4. There must be a final written product of the completed project.
5. Each program must have a "Project Acceptance Form" which will be approved by the AT faculty, PD, and the unit head after successful completion.
6. The completed project must adhere to the 'GVSU Guidelines for Culminating Experience Projects' as regularly reviewed and approved by Graduate Council (website where to find guidelines).
7. An electronic version of the final written product of the Project must be submitted for inclusion in the GVSU institutional repository managed by the University Libraries.
8. Exceptions to any component of this policy require the approval of the Dean of the Graduate School.
9. Graduate students will be charged the applicable graduate tuition rate for work on their project based on their degree program. Students who do not complete the work after registering for all required credit hours will be required to maintain continuous enrollment (XXX-696 or XXX796) during each semester until final approval of the culminating experience project is granted.

Upon completion of the MAT Research Project, each student will need to complete the Project Final Approval Form signed by the Project Advisors, MAT Program Director and Department Unit Head.

MAT Authorship Guidelines for Collaborative Scholarly Products

Proper guidelines of authorship, authorship order, and non-author contributions should be an integral part of any collaborative scholarly product. Appropriately assigning recognition for contributions to any scholarly product is an essential step, so the following guidelines should be considered carefully to provide a consistent method of identifying contributions and giving proper acknowledgment.

Note: If further information is required by a specific journal, the student should follow-up with their faculty advisor for authorship guideline clarification.

I. Process of Assigning Authorship

Bringing a scholarly product to culmination is a fluid process; therefore, establishing early and regular communication and transparency in authorship decisions can help mitigate problems related to designation or order of authors.

According to the International Committee of Medical Journal Editors (ICMJE), there are four criteria that should be met in order to establish authorship of a paper:

1. Significant involvement in study conception/design, data collection, or data analysis/interpretation.
2. Involvement in drafting or revising the manuscript.
3. Approval of the final version of the manuscript for publication.
4. Responsibility for the accuracy and integrity of all aspects of research.

II. Guidelines for Assigning Order of Authorship

These guidelines vary from field to field. Some fields have the list in alphabetical order or have them numbered by magnitude of contribution. The Committee on Publication Ethics recommends that researchers discuss authorship order from project initiation to manuscript submission, revising as necessary.

MAT guidelines for order of authorship are as follows:

1. The list should reflect descending order of contribution to the product.
2. The person who took the lead in writing the manuscript and/or developing the product should be considered the first author.

III. Non-author Contribution Acknowledgement

If there are contributors that do not fit the authorship criteria stated in section I, they should be considered non-author contributors and be acknowledged as such. Examples of non-author investigators include:

1. General supervision of a research group or general administrative support
2. Writing assistance
3. Technical editing, language editing, and proofreading.

Non-author contributor acknowledgment is generally done in a subheading (e.g. "Clinical investigators" or "Participating Investigators") in the paper either individually or as a group, and their contributions should be specified as such ("collected data," "scientific advisors," "reviewed proposal").

GVSU Dissemination Policy for Collaborative Scholarly Products

[4.1.10.2 Rights in published material, inventions and secret processes.](#)

Grand Valley State University seeks to promote the public good through excellence in teaching, active scholarship, and service. In the course of these activities, faculty, staff, and students create Intellectual Property that may be eligible for copyright, patent, and other forms of legal protection. In order to reinforce the fairness of mutual commitment and in the spirit of academic freedom, the University recognizes the rich and varied products of individual scholarship, in all its manifestations, are rightly the property of the Creator except as otherwise defined by this policy. The University also recognizes that Intellectual Property should remain available for the benefit of the entire University community and that the Creators shall not use Intellectual Property in conflict or competition with the University. Therefore, the Grand Valley State University community seeks to establish an environment in which the creation of

Intellectual Property is suitably recognized as an academic achievement and in which the benefits of intellectual property to the creators, the university community, and the general public are optimized.

GVSU MAT Dissemination Policy

In addition to the above policy, GVSU MAT students must complete a dissemination plan (see template below) for their assigned research project. It is the intent for every student project/research to have scholarly outcomes (i.e. poster presentation, student scholarship day, 3 min thesis competition, presentation at a professional conference, publication in a professional journal, etc.).

Dissemination Plan Template

Objectives	What are the aims of the plan?	
Audiences	Who: primary/secondary Information sources	
Timeline	When in the project? Interim findings?	
Resources	People to deliver: in team/extras Additional assistance Budget	
Strategy	Partners/Influencers to engage Messaging Channels Coverage/frequency Risks/sensitivities	

References:

- American Journal Experts. (2019). The ethics of manuscript authorship: best practices for attribution. Retrieved from American Journal Experts: <https://www.aje.com/en/arc/ethics-manuscript-authorship/>
- Grand Valley State University. (2017, June 1st). University Policies. Retrieved from Grand Valley State University: <https://www.gvsu.edu/policies/policy.htm?policyId=7D843ECD-CF7B-B6B7-4D6440CABB997BD0&search=>
- Grand Valley State University's Research and Development Committee. (2011). GVSU authorship guidelines for collaborative scholarly products. Allendale, Michigan, United States of America. Retrieved from [https://www.gvsu.edu/cms4/asset/8C55EB48-9218-2FDF-51923DF040BB131E/gvsu_authorship_guidelines_for_collaborative_scholarly_products\(2\).pdf](https://www.gvsu.edu/cms4/asset/8C55EB48-9218-2FDF-51923DF040BB131E/gvsu_authorship_guidelines_for_collaborative_scholarly_products(2).pdf)
- International Committee of Medical Journal Editors. (2019). Defining the Role of Authors and Contributors. Retrieved from International Committee of Medical Journal Editors: <http://www.icmje.org/recommendations/browse/roles-and-responsibilities/defining-the-role-of-authors-and-contributors.html>
- National Institute for Health Research. (n.d.). How to disseminate your research: getting your message heard - and used. Retrieved from National Institute for Health Research: <https://www.nihr.ac.uk/funding-and-support/documents/funding-for-research-studies/manage-my-study/How-to-disseminate-your-research/dissemination-guidance.pdf>

Academic Honesty & Integrity

Students entering the MAT Program are expected to honor and uphold the principles of truth and honesty (see GVSU [Academic Integrity of Scholarship and Grades](#)). It is in the student's interest to read and understand the GVSU academic honesty policy, which may be found in the linked [GVSU Catalog](#) and [Student Code: The Statement of Student Rights and Responsibilities](#).

The Athletic Training faculty consider any violation of the academic honesty policy as a serious offense, with repercussions up to and including dismissal from the program.

Additionally, lecture and lab materials (i.e. PowerPoints, video recordings, handouts, etc.) used within the MAT Program are copyright protected (see [GVSU Copyright](#)) and may not be reproduced, distributed, publicly displayed, or made into derivative work without the express written consent of the faculty to whom the intellectual property belongs. Any misuse of intellectual property (whether intentional or not) can result in penalties up to and including dismissal from the program.

Clinical Education

Athletic Training is a profession in which clinical experience is foundational. In order to provide our students with the most well-rounded and holistic education program the GVSU MAT Program has developed this guide to your clinical education. You will be exposed to a multitude of experiences (college athletics, professional athletics, high schools, rehabilitation clinics, physician practices, and hospitals). The wide variety of experiences offered to you will allow you to become a successful entry-level practitioner.

You are encouraged to integrate into patient care in all clinical education settings and become involved in all facets of the program to learn the complex roles of the athletic trainer. You should gain as much knowledge and experience as possible concerning injuries & illnesses, patients, health care providers, and administrative tasks in the different athletic training settings. You must refrain from applying skills during your clinical experience that have not first been instructed and evaluated by a preceptor.

Student Expectations

As an athletic training student, you have been selected through a rigorous process from numerous other students who have the same professional interest. You were chosen because of your potential for a successful career in athletic training. Among other qualities, you possess good intelligence, perseverance, dedication, communication skills, and work ethic. However, all the other students in the program have these same qualities and therefore, you must reach for excellence in all facets of this program.

You will be expected to perform at your best in the classroom, laboratory, and clinical settings. You must strive for academic excellence in all your courses. The theoretical information that you gain from your classes will give you the foundation for your clinical expertise. You must continue to improve all aspects of your education to provide the best care to your athletes and patients.

Your experience in the clinical setting is a learning opportunity. You are expected to report on time and prepared for your responsibilities. You should be inquisitive and pose questions to your peers, graduate assistants, preceptors, and other health care providers. Supplement your education with additional reading in relevant journals and books. Take the initiative to perform clinical duties. As you gain experience, assume a leadership role among your peers in the classroom, laboratory, and clinical settings. Attempt to improve different areas of your athletic training skills every day.

Mentorship Program

The MAT faculty will work with current athletic training students to establish a student mentorship program for the incoming student cohort. The degree to which the mentee and mentor utilize this resource is up to the students. The Clinical Coordinator will assign mentees to the mentors. Students are to schedule

meetings outside of coursework and clinical assignments. If the pairing of students is not conducive, students are encouraged to notify the Clinical Coordinator.

Clinical/Immersive Experiences

The MAT faculty, in communication with preceptors, will assign clinical experiences. Throughout each term of the clinical education program you must complete all required documentation. Chronic non-compliance with required documentation will result in a lowered grade for the clinical course and up to dismissal from the GVSU MAT Program. Retention in the MAT Program and clinical education is contingent on performance evaluations and appropriate progression as determined in each course. The MAT faculty and preceptors will review these documents regularly.

Documentation

The following forms are required of students and preceptors during each semester of clinical experience. They can be found on ATrack (<https://www.atrackonline.com/>). Failure to turn in each of these forms will result in a lower clinical course grade.

- Bi-weekly reports
- Clinical Experience update reports (4)
- Preceptor midterm evaluation of the student
- Preceptor final evaluation of the student
- Student evaluation of the Preceptor/Clinical Setting
- Clinical experience hour log
- General medical hour log

Clinical Education vs. First Aid Responder Activities

GVSU athletic training students may only perform athletic training activities when in a supervised clinical experience that is a formal part of their professional education. You may not perform athletic training activities outside of your educational program nor when you are unsupervised.

It is foreseeable that you will occasionally find yourself in situations where you may be on a field or in a treatment facility and your supervisor is not physically present for a brief period. During such unsupervised situations, you shall not perform athletic training activities and that time cannot be included as a portion of the clinical education requirements.

If you are employed to provide first aid at any events outside of your assigned educational requirements, they will not count towards your MAT Program clinical education requirements, and you do so at your own liability. If you operate in this manner, you may not wear clothing associated with GVSU Athletic Training and may not have such events conflict with your required clinical rotation set forth by the MAT Program.

Hands-On Experience vs. Athletic Training Practice

GVSU Athletic Training Program is designed to provide students with hands-on experiences. These experiences are learning experiences. Students are not “working” as an Athletic Trainer. As students’ progress through the athletic training curriculum and acquire new levels of understanding and skills. Students will need to demonstrate proficiency to their instructors and/or preceptors before they will be able to perform those skills in their clinical environment, under the direct supervision of the preceptor. Athletic Training students are NOT Licensed or Certified and should never act independently. In fact, this is against the law to practice as such. Athletic Training Students are ONLY allowed to practice skills under the direct supervision of a preceptor. There must be an auditory and visual line of communication between the student and the preceptor at all times. Furthermore, the MAT program faculty do not have a formal faculty practice in the CHS building and, consistent with departmental policy, will not provide athletic training services on-site (CHS).

Additional information is available at Michigan’s Department of Licensing and Regulatory Affairs at: http://www.michigan.gov/lara/0,4601,7-154-72600_72603_27529_45355---,00.html.

Liability Insurance

All students completing a clinical placement as part of a required course within the MAT Program are covered under GVSU's student blanket Medical Malpractice and General Liability Policy. GVSU students must be enrolled in a course that is overseen by a GVSU faculty member with all relevant administrative paperwork collected and approved. In the event there is a situation that could be foreseen as problematic from a legal perspective, students must make GVSU and/or its representative aware of it as soon as possible. Clinical experiences that are not assigned by the MAT Program are not covered by GVSU. The GVSU MAT Program does not approve of and encourages students not to be involved with other invited activities that go beyond the expectations of the course they are enrolled in. For instance, if you are offered an opportunity by your preceptor or organization either with or without compensation to cover an event as a first aid responder or something similar you are advised not to.

Any questions on clarity or conditions of coverage must be directed to MAT Program Director or Clinical Education Coordinator.

Health Compliance

Students, faculty, staff and volunteers (associates) at Grand Valley State University (GVSU) may participate in clinical or non-clinical experiential education or research at health-related affiliated organizations. In order to be protective of everyone involved, associates and the community served, certain participation guidelines have been established. Infectious communicable diseases may be present in affiliated organizations. During experiential education or research activities, associates may interact with or be exposed to clients who are immunocompromised, or with diseases such as, but not limited to, tuberculosis (TB), hepatitis B, influenza, and other infectious conditions. University policy, state and federal statutory regulations, and accreditation standards for academic programs and affiliated organizations require that our associates comply with certain health, safety, and legal requirements. As such, GVSU is contractually mandated to ensure all associates attain and maintain full compliance as defined in its affiliation agreements.

Students will be required to have certain Immunizations (outlined below), a Physical Examination, a required Criminal Background Check and Drug Screen, obtaining/maintaining Cardiopulmonary Resuscitation Certification, completion of online written tests (HIPAA, Elder Justice, Tuberculosis and Infection Control, Bloodborne Pathogens Training), Student Authorization to Receive and Release Information, and Technical Standards Acknowledgement. Students admitted into the GVSU MAT program will be immersed into the health care setting throughout their education and are required to follow the GVSU Health Compliance Policy. Prior to the start of their first clinical experience students must have all documents approved by GVSU Health Compliance Office. It is strongly encouraged that you have your immunizations completed prior to admittance to GVSU MAT program.

*GVSU students enrolled in the Ex. Sci. BS/MAT combined degree program will be required to fulfill the immunizations and physical examination requirements to complete observation hours required in Directed Observation in AT (ATH 210), prior to applying to GVSU MAT Program. Students will be required to maintain health compliance throughout the program. For more information, please go to www.gvsu.edu/healthcompliance.

GVSU MAT Policy on Criminal History Checks & Drug Screening for Students

Clinical/Immersive experiences are a vital part of the MAT Program to provide critical and experiential learning for students. These learning experiences are an integral part of curricular requirements. In order to ensure the safest environment, the University requires that all students undergo a criminal history background check and a 10-panel drug screen.

Therefore, it is the policy of the Master of Athletic Training Program that all students submit to a 10-panel drug screen and criminal background check. All associated costs will be the student's responsibility.

Further, the MAT Program and/or affiliated sites reserve the right to conduct subsequent background checks and drug screens as it deems appropriate after a student has been accepted into the program (cost is the responsibility of the student). The University and/or MAT faculty will take appropriate action as a result of the findings.

In the event of a positive "red flag" on the background check and/or the drug screen, the matter will be reviewed on a case-by-case basis through the appropriate University process.

Felony or Misdemeanor Conviction

The application for certification and licensure as an athletic trainer asks questions about the felony conviction and misdemeanor convictions. Any convictions will result in the State Licensing Board for Athletic Trainers to review the application for licensure and the Board of Certification to review the application for the ability to take the certification exam. Both organizations individually will decide about moral fitness and obtain the right to decline applications. Before beginning the MAT Program at GVSU, the student who has a concern about certification and/or licensure may contact the State Licensing Board and the BOC to ask for clarification of the policy and pre-certification of moral fitness. If a student is caught engaging in any criminal activity after a criminal background check is completed, it is the responsibility of the student to disclose it to the MAT Program Director or designee prior to entering a clinical/immersive experience of any setting. Such incidents may limit educational opportunities. If a student does not disclose information, it may result in immediate dismissal from the program.

Grand Valley State University (the University) is concerned about the effect of alcohol and/or drugs on students, faculty and staff members, their families and the University community as a whole. The University recognizes that individuals with alcohol and/or drug problems may be rehabilitated. The University will continue to make efforts to emphasize awareness about the dangers of drugs and alcohol consumption. The University encourages students with alcohol or other drug dependency problems to use the services of the University or community counselling centers for assistance. Assistance for students is available through the Counseling Center. If treatment for drug and/or alcohol dependency is needed, students are encouraged to contact the Counseling Center at (616) 331-3266.

Students should recognize that the Student Code: Statement of Student Rights and Responsibilities is the ultimate guide to behaviors and expectations. Students will be held to the highest level of expectation when it comes to these areas, not to be limited to drug and alcohol use and abuse, sexual misconduct, breach of privacy and any other criminal or unbecoming act. Further information can be found in the [GVSU Student Code: The Statement of Student Rights and Responsibilities](#).

Student Responsibilities Before the Start of Each Clinical/Immersive Experience

You must abide by the policies outlined in the Student Handbook, as well as the policies set forth by your clinical site. Additionally, students should do the following when assigned to a clinical education site:

1. Upon receiving notification of a clinical assignment, immediately contact the preceptor to arrange start dates and determine a clinical schedule.
2. Complete an orientation session for the facility where the clinical/immersive experience is to be if required by the site.
3. Familiarize yourself with the specific policies and procedures of your facility and ask for clarification of any points about which you are unsure.
4. Clinical education experiences generally continue to the end of a semester in many situations and may involve time over scheduled holiday breaks (including spring break). Make sure you clarify the duration of the rotation with your preceptor at the beginning of the rotation.

Guidelines for Students During Their Clinical Education

1. You must adhere to the appearance and behavior guidelines set forth in this Student Handbook. At no time are jeans, flip-flops, sandals, or cut offs allowed at any site.
2. You are expected to be punctual for clinical assignments. In the event that you will be late or cannot be present for an assignment, you must notify your preceptor immediately. Continuing

punctuality problems or absenteeism are grounds for removal from the clinical assignment, and ultimately from the program.

3. You must actively work to develop proficiency in your clinical skills. You are provided with access to all evaluations and you will discuss these evaluations with your preceptor at regular intervals to provide feedback on positive and negative behaviors. Evaluations serve to communicate areas of improvement in your practice. You will review both proficiency and performance evaluations with your supervisor at mid-term and prior to the end of the rotation.
4. Outside employment MUST NOT conflict with clinical assignments. Please consult with the financial aid office at GVSU, if a need is identified. Ongoing conflicts may be grounds for removal from the clinical assignment, and ultimately from the program.
5. During your clinical experience there is a chance of a catastrophic event and/or act(s) of violence may occur. These events include but are not limited to: shootings, bomb threats, fire, tornado, severe weather, etc. These events could cause a school lock down, presence of law enforcement, cancelation or closing of the institution, etc. During these events you will adhere to the policies at the assigned institution or organization. Therefore, it is your responsibility to consult with your preceptor about ALL emergency action plans, not only for the athletic activities but also for the institution or organization as a whole.
6. In the event of a catastrophic event or act(s) of violence, please notify your assigned Clinical Instructor or Clinical Coordinator when the situation is deemed safe.

Travel Policy

Throughout the MAT Program students may be required to complete clinical experience requirements at affiliated sites located off campus. These sites have completed the affiliation process and are approved locations for athletic training education purposes. Students are solely responsible for transportation to and from these sites and for any costs incurred (i.e. gas, vehicle maintenance, automobile insurance).

In addition, GVSU will not be held responsible for the health and well-being of students or their vehicles during the transit to these affiliated sites. This includes, but is not limited to, motor vehicle accidents, law enforcement citations, or medical treatment.

Student Employment

Work-study/employment hours must not conflict with clinical experience requirements. Student workers cannot receive payment for hours worked while serving in the capacity of an Athletic Training Student including during clinical/immersive experience hours.

Student Financial Responsibilities

The following items will be required by all students admitted to the MAT Program to complete the degree. It is the financial responsibility of the student to purchase the required items. All costs listed below are estimated as of August 2021.

- Undergraduate and Graduate Tuition costs = Please go to [Office of Financial Aid & Scholarships](#)
- Students will be responsible for the costs associated with required immunizations managed through [CastleBranch](#) [\$35 one-time fee]
- Physical Exam (\$49), Blood Titers (\$40), and Tuberculosis Testing (\$15/test) each estimated costs will be \$120 (if completed at [GVSU Family Health Center](#)). Prices will vary at other health care facilities.
- Annual TB Test = \$15/test (if completed at GVSU Family Health Center)
- Background checks and drug screenings = \$72
- Basic Life Support (CPR/AED) and First Aid Certification = \$29.70
- BLS breathing barrier mask = \$13 (at the GVSU University Bookstore)
- Travel to and from clinical/immersive experience (varies based on assignment)
- Grand Valley Athletic Training Polo = \$33
- Student membership to ATrack = \$45 annually or \$90 for a lifetime.
- All textbooks and supplemental materials required for each course.
- Additional cost may be associated depending on clinical/immersive experience location = TBD

Degree Completion Requirements

In order to graduate from Grand Valley State University with a Master of Athletic Training Degree, students must successfully complete all requirements of the MAT Program as outlined in the University Catalog, in the MAT Student Handbook and on the MAT website.

Successful completion of the GVSU MAT Program makes students eligible to sit for the Board of Certification Examination for Athletic Trainers.

To graduate GVSU MAT Program, students must:

1. Pass each required course (see required coursework, not electives) with a C or better with a cumulative MAT GPA 3.0.
2. Complete their Clinical Rotations (see clinical rotation requirements).
3. Complete and pass all Standards and evaluation tools.
4. Successful completion of a minimum of 1,000 clinical rotation hours.
5. Maintain First Aid and CPR/AED certifications. Certifications must be from American Red Cross or American Heart Association. CPR/AED cards must be the equivalent for the professional rescuer or basic life support. First Aid cards must be the equivalent of Responding to Emergencies. Any other certifications will not be accepted (e.g. lifeguard). Course must have hands on participation - no online only course accepted.
6. Students must have any academic restrictions, deferred grades, incomplete grades converted or lifted.
7. Have all fees completely paid.
8. Meet all Graduate School and GVSU requirements for graduation.

Failure to complete the above, will require the student to follow the [remediation policy](#) (outlined below). It is the responsibility of students to complete the Diploma Application - Graduate and submit online at www.gvsu.edu/registrar the semester before graduation is expected. Degree candidates have 30 days from the last day of the semester to complete all course requirements and provide evidence of satisfactory completion to the Registrar. More details are provided on the registrar's online page under "[Applying to Graduate](#)".

Note: GVSU MAT Faculty retain the right to request official transcripts as part of the admissions process and throughout your matriculation through the MAT program.

Board of Certification (BOC) Candidacy

For students to be eligible to take the BOC examination you must successfully complete the requirements of the MAT Program, as described in the University Catalog, in the MAT Program Student Handbook, and on the MAT Program websites. It is the responsibility of the student to investigate the qualification requirements and take the necessary steps for exam preparation.

The certification process begins with determining eligibility and creating a profile in BOC Central™ (bocatc.org). As a candidate, you will use BOC Central™ to manage your personal information, apply/register for the BOC exam, communicate with the BOC and request verification for state licensure or employment once certified.

In addition, students must investigate the requirements for credentialing and state practice act within the state they intend to practice. Each state may have different requirements.

Please review the [BOC Candidate Handbook for more information](#).

State Licensure and Advanced Regulation

Certification of Education Process*:

1. Visit the appropriate Department of Licensing and Regulatory Affairs ([BOC State Regulation Search](#)) page for the state in which you will be employed and print the appropriate form.
2. Completely fill out the form (including all appropriate signatures).
3. Mail the completed form to: Dr. Shari Bartz-Smith 301 Michigan St, NE, 254 CHS, Grand Rapids, MI 49503.
4. Dr. Bartz-Smith will complete her portion of the form and deliver it to the Records Office.
5. The Records Office will place the seal on the form and place the form in the mail.

*Please note that you will complete the rest of the licensure application and mail separately on your own. You will also be responsible for having your transcripts sent which can be done by contacting the Records office.

**Do not send any money or checks, only the verification of education form.

**Typical processing time is one week within the 9 months academic calendar year, and 2 weeks mid-June to mid-August.

Remediation Policy

The purpose of this policy is to ensure students achieve minimum competency in both didactic and clinical courses as they matriculate through the MAT program; in accordance with the CAATE, BOC, NATA, Graduate School, University and MAT program, in areas outlined below. You will find information regarding the course competency requirement, course repeat, probation, professional behavior disciplinary probation, student grievance procedures, monitoring student performance on probation, dismissal procedure, appeal procedure, voluntary withdrawal, leave of absence, and enrollment deferment.

Course Content Competency Requirement

In the case that a student passes a course but does not achieve a required score on a specific course requirement, the instructor may require remedial work to achieve the required score. Each student will be reviewed on a case-by-case basis by the instructor of record and the MAT Program Director. Refusal to engage in remediation may result in probation and/or dismissal from the program.

Course Repeat

The requirement to retake a course means that the student's graduation may be delayed by one year. The student will remain on probation until the course is successfully repeated. Students may not repeat a course more than once. Failure to pass the required course a second time will result in dismissal from the MAT Program.

Grounds for Probation

Probation is a status that can be assigned to a student who has had academic (academic probation) or professional/behavioral (disciplinary probation). The duration of the probationary status will be determined by the student's academic progress, but will extend, at a minimum to the end of the following semester. The student is ultimately responsible for completion of the terms of the remediation plan. Students who meet any of the following will be placed on probation.

1. A final grade below a 2.0 (C) in any required course in the MAT Program.
2. A cumulative and/or semester GPA less than 3.0 (B) upon completion of each semester.
3. Any student who is required to remediate a course. [Note: It is at the discretion of the faculty member as to whether they will allow course remediation.]
4. Failure of a clinical course/clinical rotation, student duties, preceptor evaluation will result in academic probation for the remainder of the clinical year.
5. Failure to remediate a specific course requirement at the required level that leads to faculty recommendation for probation.
6. Having three faculty letters of reprimand regarding professional conduct and/or letters concerning professionalism from their preceptor on file.
7. Faculty recommendation to withhold student from clinical education experience due to deficient professional behavior.

If a student chooses to appeal probationary status or probationary procedures, the student should follow appeal procedures.

Professional Behavior (Disciplinary Probation)

The following breaches in behavior are subject to discipline under the following policy:

- Unprofessional Behavior while representing the GVSU MAT Program.
- Breach of Duty including but not limited to unexcused/excessive Clinical Absences and/or Chronic Tardiness.
- Academic Dishonesty including but not limited to plagiarism and/or falsifying hours.
- Any conduct unbecoming an Athletic Trainer including but not limited to sexual harassment and/or insubordination.

Note: The GVSU MAT faculty reserve the right to (1) introduce disciplinary action with regards to any action and/or behavior that could be viewed as unprofessional, disrespectful, or inappropriate, (2) change a student clinical/immersive experience at any point during the disciplinary process.

Disciplinary Probation Action

Once the GVSU MAT faculty has deemed an action and/or behavior inappropriate the following actions will be initiated:

Any disciplinary action may:

- Result in a notation in the athletic training student file.
 - Be reflected in the athletic training student's subsequent evaluation and clinical experience grade (when involving a clinical experience).
 - Be reflected in their final course grade, which could lead to remediation in accordance with MAT program grade requirements.
1. Following the first (1st) incident the athletic training student will
 - Receive written and verbal warning and have a conference with the Clinical Course Instructor and/or Clinical Education Coordinator
 2. Following the second (2nd) incident the athletic training student will
 - Be suspended from his/her clinical/immersive assignment for two (2) weeks during which time the athletic training student will be required to fulfill assignments given by the MAT faculty;
 - Have a conference with the MAT Program Director and Clinical Education Coordinator
 3. Following the third (3rd) incident the athletic training student will
 - Dismissed from the MAT Program, clinical/immersive assignment, and all athletic training facility privileges revoked for a minimum of one (1) full semester, after which time if the MAT Program Director/faculty allow the student to return, he/she must re-apply to and complete the application process for successful re-admission to the program.
 - Have a conference with the MAT Program Director, and/or Chair of the Department of Physical Therapy and Athletic Training;
 - Be reflected in the athletic training student's subsequent evaluation and their clinical experience grade will result in an "F" for the semester in which the 3rd incident occurs.

Note: The Athletic Training Program faculty reserve the right to determine the severity of each incident and determine the appropriate course of action.

Student Clinical Experience Grievance Procedures

Clinical/Immersive experience grievances are generally defined as those involving procedures and policies in clinical/immersive experiences and clinical courses. Filing of a grievance is required within 7 days of notification or receipt of an adverse action or decision as outlined in the Disciplinary Policy above. Appeals of decisions must take place 14 days after receipt of notification.

Resolution of a grievance is based on two principles: first, that the resolution of a grievance should be sought at the lowest possible level, and second, that pathways for appeal exist for clinical instructors and students.

Resolution should be pursued as follows:

1. An appeal to the clinical course instructor.
2. If the grievance is not resolved to the student's satisfaction, a further appeal will be made to the MAT Program Director (or Program Director equivalent for purposes of grievance-see below), who may request that the appeal be put in writing. Both the student and the clinical course instructor will be notified in writing of the MAT Program Director's (or equivalent) decision.
3. If the disposition by the MAT Program Director (or equivalent) is not acceptable to either party, an appeal in writing will be made by either party to the unit head of the department. If the unit head feels that there is merit in the written grievance, he or she shall establish a committee to review the grievance. The committee will make a recommendation within 30 days to the unit head. The unit head will notify the student and the clinical instructor of the final decision.

The Clinical Experience Grievance Committee

The committee shall include a non-athletic training faculty representative of the Department of Physical Therapy and Athletic Training, a faculty representative from the MAT Program, and a student representative. Upon receiving the committee's recommendation, the unit head shall rule on the grievance. The unit head's review and judgment in the case will be final. Both the student and the clinical course instructor will be notified in writing of the unit head's decision.

Note: In cases where the clinical instructor in question also serves as the MAT Program Director, the unit head shall appoint a suitable faculty member from the Department of Physical Therapy and Athletic Training to function as Program Director for purposes of grievance. In a similar fashion, if the clinical course instructor in question also serves as unit head, the dean shall appoint a faculty member to act as the Program Director for purposes of grievance. If an appeal is sought in this latter case, it will go directly to the dean.

Monitoring Performance of a Student on Probation

When a student is placed on probation, the AT faculty will monitor the student's progress informally or formally. In consultation with the course instructor, the MAT faculty, or their designated committee, may draw up a formal contract which outlines steps to be followed to be taken off probation. This contract is specific to the individual student on probation. If a committee is formed, the committee will consist of:

1. MAT Program Director
2. MAT Faculty member
3. Faculty member, preceptor, and/or the student's Academic Advisor.

The contract will be signed by the student and Chair of the Department of Physical Therapy and Athletic Training. After the student satisfactorily completes procedures outlined in the contract, the student will be returned to good standing at the beginning of the next semester. If a student does not complete the requirements of the contract, the procedures for "[Consideration of Dismissal From Program](#)" will be followed. See below.

The faculty reserve the right to make a referral to the Dean of Students Office based on the nature of the violation. All students are responsible to follow the [GVSU Student Code: The Statement of Student Rights and Responsibilities](#).

Consideration of Dismissal from Program

Grounds for Dismissal from program:

1. For GVSU combined degree students, failure to complete a Bachelor degree by the start of the second year in the MAT.
2. Failure to complete required remedial work at the required level, and in a timely fashion, while on probation.
3. Students who fail to earn the required C or better in three or more MAT courses.
4. Failure to demonstrate "continued competency".
5. At the time of application to the MAT Program, and throughout matriculation as a AT student, failure to report a felony record or arrest for a crime for which criminal charges are pending.
6. Evidence of unethical, illegal or dishonest behavior in academic or community life from the date that GVSU's offer of admission is accepted to the date of graduation.
7. A cumulative and/or semester GPA less than 2.0 upon completion of any semester.
8. A cumulative and/or semester GPA less than 3.0 for a second semester (does not have to be consecutive semesters).

*Automatic dismissal may result based on the nature of the offense and will be determined by the graduate program director.

Dismissal Procedure

1. A committee will be formed and will consist of:
 - a. The MAT Program Director
 - b. A MAT Faculty member

- c. Another appropriate Faculty member or the student's Academic Advisor
2. The committee will review available information to determine if the student meets a criterion for dismissal. If the student meets a criterion for dismissal, the committee will determine whether the student should be immediately dismissed or offered remediation to remain in the program.

Appeal Procedure

Should a student decide to appeal a decision for dismissal from the program, the student must submit a written defense to the MAT committee within 30 days after receiving the letter of dismissal. The defense should contain any new information which the student may have and a clarification of old information. The defense will be considered by the MAT committee within 15 days of receipt and a decision given to the student. The student then may elect to appeal their dismissal to the Chair of the Department of Physical Therapy and Athletic Training and then the Dean of the College of Liberal Arts and Sciences. Refer to the University Catalog Student Academic Grievance Procedures for further details.

Voluntary Program Withdrawal

At any time during the program, a student may elect to withdraw from the program. If a student chooses to withdraw, they must withdraw from all courses. The student is required to write a formal letter of withdrawal to the MAT Program Director. The MAT Program Director may request to meet with the student to discuss reasons for withdrawing. Depending on the timing of the withdrawal, a student may or may not receive a "W" on the courses they are enrolled in. Refer to the GVSU Undergraduate and Graduate Catalog for more details on withdrawal. A student who chooses to withdraw from the program does not have the option to return to the MAT Program unless they reapply.

Leave of Absence

A leave of absence (LOA) is a temporary stoppage of the program due to health and/or personal reasons. Examples of cause include, but are not limited to, medical issues, caring for family members, non-optional military commitments, or maternity leave. The student must provide in writing to the MAT Program Director, the reason for seeking a LOA and should include supporting documentation, if deemed necessary.

If a student requests a LOA, it will be considered for one year, based on the cohort program and course offerings. Students must be physically and emotionally stable, committed, and academically prepared when they start clinical/immersive experience. If a student does not meet the technical standards, it is the student's responsibility to request a LOA prior to start the clinical rotation. In the event of a serious injury, incapacitating illness, or other temporary medical disability, temporary medical leave from the program's clinical assignment requirements will be provided, as medically necessary. Students should be aware that depending on clinical/immersive experience availability and scheduling limitations, there may be a delay after a student's return from medical leave before a sufficient make-up clinical/immersive experience placement can be arranged, which may extend the time it takes a student to complete the program. The Clinical Coordinator will assist a student in developing a plan for a return to full time clinical education.

A student who returns from a LOA, must supply the program with a letter of support, from a treating healthcare provider, that indicates readiness to begin course work. A student returning from a LOA extending more than one semester may be required to complete academic preparatory and/or assessment work prior to reentering the program. Please see the graduate catalog for further information on Graduate Academic Policies and Regulations.

<http://catalog.gvsu.edu/content.php?catoid=48&navoid=2406#GradAcadPandR>

Enrollment Deferral

The mission of the GVSU MAT Program is to prepare professionals to enhance the quality of health care for athletes and the physically active. Preparation is supported by formal instruction, clinical experience, and research. Preparation is supported by formal instruction and clinical/immersive experiences. It is imperative that the undergraduate experience be a continuous and seamless experience to ensure that pre-admittance requirements prepare the student for the rigors of the post-admittance coursework. There

are limited circumstances when a deferment of enrollment after acceptance into the MAT is allowed. These circumstances include, but are not limited to, study abroad and extraordinary medical concerns. Each request for deferment should be formally submitted in writing to the MAT Program Director for consideration. The MAT faculty will meet to discuss the request and notify the student of the outcome. If a deferment request is approved, students will start one year later with the subsequent cohort. One semester deferment will not be approved. If the faculty decline the deferment request, then the student will need to reapply for admittance.

Bloodborne Pathogen Policy Exposure Control Plan

PURPOSE

Grand Valley State University Master of Athletic Training (MAT) Program is committed to employee, student, and patient safety. In an effort to maximize preventative health measures and decrease the potential risk for contracting and spreading a blood borne illness amongst employees, students, and patients, the following policy and procedure has been established. This policy fulfills the obligation as an employer under the Michigan Occupational Safety and Health Administration's (MIOSHA) Bloodborne Infectious Diseases Rules (R325.7001 – 70018). These rules apply to employers having employees with occupational exposures to blood and other potentially infectious materials.

Students in the Master of Athletic Training (MAT) program are not considered employees, and therefore are not considered covered entities. This means that they are not subject to worker compensation and all costs associated with an exposure are the responsibility of the student. Students are expected to follow the guidelines of their assigned clinical site in the event of an exposure and notify the appropriate individuals as outlined below.

INFORMATION AND DEFINITIONS

Athletic Training Faculty – For the purpose of this policy, an athletic training faculty will be defined as an individual receiving compensation from the university for duties consistent with being a faculty member who is also a licensed athletic trainer in the state of Michigan. Athletic Training Faculty are considered a covered employee.

Athletic Training Student – An individual who is not receiving compensation from the university for their participation in the athletic training program, considered a non-covered entity. Graduate Assistants are considered students and are therefore also considered a non-covered entity.

Blood Borne Pathogen (BBP) – Pathogenic microorganisms that are present in human blood and can cause disease in humans. These pathogens include, but are not limited to, hepatitis B virus (HBV), hepatitis C virus (HCV) and human immunodeficiency virus (HIV).

Blood Borne Pathogen Administrator – The Program Director of the MAT program shall be responsible for coordinating with the Office of Health Compliance in the administration of the BBP policy for all Athletic Training faculty, graduate assistant athletic trainers, and athletic training students. Duties also include annual review of the policy, reviewing compliance with documented training for those listed above, assisting individuals involved in an exposure with following the exposure control plan, and contacting GVSU public safety department in the event of an emergency at a GVSU sponsored event.

Category 1 (A) – Consists of occupations that require procedures or other occupational-related tasks that involve exposure or reasonable anticipated exposures to blood or other potentially infectious materials (OPIM), or that involve the likelihood for spills or splashes of blood or OPIM.

Category 2 (B) – Consists of occupations that do not require tasks involving exposure to blood or OPIM on a routine or non-routine basis as a condition of employment. Workers do not perform emergency medical care or first aid and are not expected to perform duties, which will reasonably expose them to BBP.

Contaminated – The presence or reasonably anticipated presence of blood or other potentially infectious material (OPIM).

Contaminated Sharps – Any contaminated object that can penetrate the skin, including needles, scalpels, broken glass, broken capillary tubes and exposed dental wires.

Decontamination – The removal of bloodborne pathogens.

Engineering Controls – Controls that isolate or remove the bloodborne pathogen hazard from the workplace.

Exposure – Reasonably anticipated skin, eye, mucous membrane, or parenteral contact with blood or [OPIM] that may result from the performance of an employee's duties.

Exposure Incident – Specific eye, mouth, other mucous membrane, non-intact skin, or parenteral contact with blood or other potentially infectious materials that results from the performance of an employee's duties. Does not include incidental exposures which may take place on the job, which are neither reasonable nor routinely expected.

Hepatitis B Virus (HBV) – Hepatitis B virus (HBV) infection is far more common than HIV. HBV is present in very high concentrations in the blood of infected humans giving HBV a greater likelihood of infecting those exposed to it. Flu-like symptoms and jaundice are clinical clues of HBV infection. Some infected individuals have no symptoms but can be chronic carriers of the virus, possibly infecting others. HBV can also result in chronic hepatitis, cirrhosis of the liver, cancer and death. HBV is transmitted in the blood and possible other body fluids, including saliva.

Hepatitis C Virus (HCV) – Hepatitis C (HCV) infection is the most common chronic bloodborne pathogen in the United States. HCV causes a viral infection of the liver that is transmitted primarily by contact with infected blood. Most persons who contract HCV carry the virus for the remainder of their lives. Most infected individuals have some type of liver damage but are unaware of it. Cirrhosis of the liver and liver failure may take years to develop.

Human Immunodeficiency Virus (HIV) – Is the virus that causes AIDS. The signs of HIV infection are extremely variable. Persons infected with HIV may be asymptomatic for a period of time. The manifestations of AIDS that may eventually develop include a decreased cellular immune response and a variety of opportunistic infections. AIDS is currently considered incurable. Exposure to tears or saliva, not contaminated with blood, and casual forms of contact have not been shown to transmit virus.

Other potentially infection materials (OPIM) – The following human body fluids: semen, vaginal secretions, cerebrospinal fluid, synovial fluid, pleural fluid, pericardial fluid, peritoneal fluid, amniotic fluid, saliva in dental procedures. OPIM includes any body fluid that is visibly contaminated with blood, and all body fluids in situations where it is difficult or impossible to differentiate between body fluids and any unfixed tissue or organ (other than intact skin) from a human (living or dead). Not included in OPIM – vomit, urine, feces, sweat, tears and spit unless visibly contaminated with blood or other OPIM.

Personal Protective Equipment (PPE) – Is specialized clothing or equipment worn by an individual for protection against a hazard. Some examples include protective gloves, eye protection, face shield, gown and CPR mask.

Source Individual – Is any individual, living or dead, whose blood or other potentially infectious materials may be a source of occupational exposure to the employee.

EXPOSURE DETERMINATION

Exposure determination is made without regard to the use of personal protective equipment (PPE). The potential of being exposed to blood borne pathogens exists in the athletic training room, practice sites, competition sites and athletic department facilities at all clinical sites, and in the classroom. Individuals with an anticipated or possible risk of exposure are outlined below:

1. Athletic Trainers (Faculty, and Graduate Assistant) perform clinical and emergency care of patient related injuries, cleaning of potentially contaminated equipment and/or surfaces and the handling of contaminated materials. Based on the job responsibilities of an Athletic Trainer they will be classified as Category I under the MIOSHA classification and for the purpose of this policy will be covered employees.
2. Athletic Training Students are required to obtain clinical experience under the supervision of an Athletic Trainer in a clinical setting as part of their Athletic Training Program requirements. These experiences include the evaluation and management of athletic injuries and/or conditions involving intercollegiate athletes and the administering of first aid. These requirements may potentially expose the athletic training student to blood or OPIM. For the purpose of workers compensation, athletic training students are deemed non-covered entities related to this policy. However, while participating in a university sponsored assignment athletic training students are expected to follow the BBP policy and exposure control plan for their clinical site.

VACCINATION POLICY

Based on CDC Recommendations for Healthcare Personnel (unless medically contraindicated) the following Immunizations and Serologic Titers are required. All immunizations must be completed and maintained through the GVSU Health Compliance office. Individuals have the right to decline vaccination in accordance with University policy, but failure to vaccinate could result in limited ability or inability to complete required clinical assignments. This may also limit a faculty members' ability to visit clinical sites based on University Affiliation Agreements.

- Tetanus, Diphtheria and Pertussis (Tdap)
- Measles (Rubella), Mumps and Rubella (MMR)
- Hepatitis B
- Varicella (Chicken Pox)
- Influenza (flu) – annual vaccination to occur during flu season
- Meningococcal (only if required by clinical site)
- Hepatitis A (only if required by clinical site)
- COVID (see <https://www.gvsu.edu/lakerstogether/vaccine-information-sars-cov-2-covid-19-48.htm>)

TB SCREENING

Initial tuberculosis screening will be validated by the two-step TB testing process using the Mantoux Skin Test, with an annual screening thereafter. The two-step testing is used to reduce the likelihood that a reaction may be misinterpreted as a recent infection.

A two-step baseline TB skin test will be required for the following employees and students:

- Those who will be entering the annual TB testing program,
- Those who have not been skin tested in the previous year.

If there is a documented history of a positive TB skin test a result of a baseline chest x-ray is required.

A two-step process is not required when baseline testing is completed via TB blood test, and subsequent annual testing should be completed by TB blood test.

TB TESTING REQUIREMENT

Individuals must submit documentation showing the results of two TB skin test in accordance with University Health Compliance procedures. The first test must be documented as “negative” and that it was completed within the past 12 months, the second test must be completed no earlier than 7 days after the first.

If the second test is “negative,” the individual should be classified as having a “negative baseline Tuberculin Skin Test” result. An individual can then follow up with an annual screening of a Tuberculin Skin Test.

If the first test is positive further medical evaluation will be required including chest x-ray.

METHODS OF COMPLAINE

1. Universal Precautions
 - a. All blood or other potentially infectious materials shall be handled as if contaminated by a bloodborne pathogen. Under circumstances in which differentiation between body fluid types is difficult or impossible, all body fluids shall be considered as potentially infectious material.
2. Engineering and Clinical Practice Controls
 - a. Hand Washing - Hand washing facilities are readily accessible to employees. When the provision of hand-washing facilities is not feasible, the employee will be provided an appropriate antiseptic hand cleanser. Hand washing is to occur immediately or as soon as feasible after the removal of gloves or other personal protective equipment. Employees and students should wash hands and any other skin with soap and water, or flush mucous membranes with water immediately or as soon as feasible following contact of such body areas with blood or potentially infectious materials.
 - b. Regulated Waste (non-sharps) - All regulated waste that is being disposed of shall be placed in closable, leak-proof containers or clearly identified biohazard bag. Examples of regulated waste includes: liquid or semi-liquid blood or other potentially infectious material, gloves that have come into contact with blood or OPIM, contaminated materials that would release blood or OPIM (Band-Aids, gauze, etc.), pathological or microbiological wastes containing blood or other potentially infectious materials.
 - c. Regulated Waste (sharps) – immediately following use, contaminated sharps shall be disposed of in a closable, leak-proof, puncture resistant, disposable container appropriately labeled as sharps. Containers shall be conveniently located in the immediate area of where sharps are likely to be used. Contaminated sharps shall not be bent, recapped or removed.
 - d. Management of Contaminated Equipment - Appropriate cleaning supplies used for the disinfection of surfaces contaminated with blood or OPIM will be readily available. Gloves should always be worn when cleaning a surface with blood or other OPIM.
 - e. Disposal of Biohazard Waste and Sharps - The disposal of all medical waste shall be in compliance with the provisions of the Michigan Compiled Law known as the medical waste regulatory act and will follow the university wide biosafety policies. Sharps containers and Biohazard bins will be disposed of when $\frac{3}{4}$ full or every 90 days, whichever occurs first.
 - f. Personal Protective Equipment (PPE) - All personal protective equipment will be provided, repaired, replaced, cleaned and disposed of by the employer or clinical site. Employees and students shall wear PPE when doing procedures in which exposure to the skin, eyes, mouth or other mucous membranes is anticipated. The articles to be worn depend on the expected exposure. Employees who have allergies to latex gloves will have non-latex gloves available to them for use. The following PPE will be available to employees and students: examination gloves (latex and non-latex), goggles/face shield, gowns and CPR masks.

- g. Housekeeping - Facilities will be maintained in a clean and sanitary condition. Surfaces will be cleaned and an appropriate method for decontamination will be implemented when blood or OPIM are present.
 - h. Laundry - Contaminated laundry shall be bagged at the location where it was used and shall not be sorted or rinsed in areas where patients are cared for. Contaminated laundry should be placed and transported in red biohazard bags or containers labeled biohazard. Employees and/or students who tend to laundry are recommended to wear gloves as a means of protection against blood and other OPIM.
3. Annual Training
- a. Athletic Trainers and athletic training students will undergo annual BBP training through Health Compliance, annual review of the BBP Policy, bloodborne pathogen training and will understand and acknowledge the risks associated with Category 1 (A) classification.
 - b. Annual review and update of BBP policy to be conducted by the Blood Borne Pathogen Administrator.
 - c. Athletic training students should seek to and will be made aware of their site-specific policy during their orientation with their clinical preceptor.
4. Communication of hazards to employees
- a. Appropriate signage shall be posted in areas containing biohazardous materials and/or regulated waste.
5. Recordkeeping
- a. Training records shall be maintained in accordance to GVSU policy in the Health Compliance office for each employee and student.
 - b. A copy of the employees and student Immunization and/or Refusal to Consent to Vaccination Forms will be maintained by the GVSU Health Compliance Office.
 - c. Medical Records are maintained for each athletic trainer experiencing an exposure incident. Human Resources Department is responsible for maintenance of confidential records for the duration of employment plus 30 years.

Post-Exposure Procedure

1. Exposure Incidents
- a. First aid and immediate care to be administered to the exposed individual.
 - b. Report the exposure to the clinical site Preceptor and BBP Administrator.
 - c. Determine risk associated with exposure:
 - i. Type of fluid
 - ii. Type of exposure
 - d. For GVSU Employees - Completion of the GVSU Incident and Injury Form
 - i. GVSU Incident and Injury Form should accompany the individual to their initial medical evaluation.
 - ii. Employees will be directed to the GVSU approved list of Occupational Health Center Locations for Work-Related Injury Care, which can be found at: [https://www.gvsu.edu/cms4/asset/8C0B809B-0726-4E3B-1EBA4A40A82D8597/workers_compensation_policy\(2\).pdf](https://www.gvsu.edu/cms4/asset/8C0B809B-0726-4E3B-1EBA4A40A82D8597/workers_compensation_policy(2).pdf)
 - e. All GVSU employees who require medical attention following an exposure incident are required to notify Human Resources within 24 hours of the incident. Notification can occur by means of completing the Workers Compensation Injury Report which is available at <http://www.gvsu.edu/hro> under the 'Forms' link or by calling Human Resources directly at 616.331.2215.
 - f. Students will also be directed to the GVSU approved list of Occupational Health Center Locations.
 - g. Collection and testing of exposed individual's blood for HBV and HIV to occur as soon as feasible after the exposure incident once consent is obtained. The exposed individual has the right to refuse either or both tests. If consent is given for blood collection, but not

for HIV testing the blood is kept for 90 days during which the employee has the right to request the sample be tested.

- h. Post-exposure prophylaxis, when medically indicated, as recommended by the United States Public Health Service.
 - i. A written opinion by the evaluating health care provider will need to be submitted to the Blood Borne Pathogen Administrator, and for GVSU employees, the written opinion will also be maintained in the employee confidential medical record in the Human Resource Department.
 - j. Confidential professional counseling is available to the exposed GVSU employee if requested.
 - k. Student may seek counseling in accordance with university approved policies for counseling services.
2. Exposure Source
- a. Identify and document the source individual, if known.
 - b. Assess the risk of infection using available information.
 - c. Obtain consent for HIV and HBV testing of the individual, testing to be completed as soon as possible after the exposure incident.
 - d. Results of the source individual's testing shall be made available to the exposed GVSU employee.
3. All exposure incidents will be thoroughly investigated by the Blood Borne Pathogen Administrator to determine if it meets the OSHA Recordkeeping Requirements. In addition, all exposure incidents will be investigated for the purpose of determining the need for re-education or update to the policy and procedure.

Communicable Disease Policy

The purpose of the GVSU Athletic Training Program Communicable Disease Policy is to protect the health and safety of all parties and to ensure the welfare of the students enrolled in this program as well as those patients you may come in contact with during your clinical experiences. It is designed to provide Athletic Training Students, Preceptors, and Faculty with a plan to assist in the management of students with infectious diseases. Through maintaining proper immunizations, annual vaccinations, and the practice of universal precautions, the spread of communicable disease in the athletic training setting may be controlled with an understanding that it is difficult to prevent exposure from all communicable diseases. The GVSU Athletic Training Program utilizes definitions by the Centers for Disease Control and Prevention (CDC). This policy was developed using the recommendations established by the CDC for health care workers (www.cdc.gov/hai/).

Communicable Disease Definition

A communicable disease is a disease that can be transmitted from one person to another. There are four main types of transmission including direct physical contact, air (through a cough, sneeze, or other particle inhaled), a vehicle (ingested or injected), and a vector (via animals or insects).

Communicable Diseases Cited by the CDC:

Bloodborne Pathogens	Human immunodeficiency virus (HIV)	Rabies
Conjunctivitis	Measles	Rubella
Cytomegalovirus infections	Meningococcal infections	Scabies
Diphtheria	Mononucleosis	Staphylococcal infection
Enteroviral infections	Mumps	Streptococcal infection
Gastrointestinal infections	Pediculosis	Tuberculosis
Hepatitis viruses	Pertussis	Varicella Zoster
Herpes simplex	Poliomyelitis	Viral respiratory infection

Guidelines for Prevention of Exposure and Infection

1. Students must successfully complete annual Bloodborne pathogens training prior to initiating formal clinical experiences.
2. Students are required to use proper hand washing techniques and practice good hygiene at all times e.g. secretion and cough management, appropriate cleaning of hard surfaces, etc.
3. Students are required to use Universal Precautions at all times. This applies to all clinical sites.
4. Patient care should not be performed when the athletic training student has active signs or symptoms of a communicable disease.
5. In the healthcare setting, all skin lesions should be properly covered to avoid contact with other individuals.

Guidelines for Managing Potential Infection

1. Any student who has been exposed to a potential infection before, during, or after a clinical experience should report that exposure to their preceptor immediately and to the Clinical Education Coordinator.
2. Any student, who demonstrates signs or symptoms of infection or disease that may place them and/or their patients at risk, should report that potential infection or disease immediately to their preceptor.
3. The student is responsible for keeping the Clinical Education Coordinator, the appropriate instructor and/or supervising preceptor informed of conditions that require extended care and/or missed class/clinical time. The student may be required to provide written documentation from a physician to return to class and/or clinical site.

By signing below, you indicate you understand and will abide by the MAT Program's Communicable Disease Policy.

Athletic Training Student Name (Print)

Athletic Training Student Signature

Date

Official Statement from the National Athletic Trainers' Association on Communicable and Infectious Diseases in Secondary School Sports

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

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

National Athletic Trainers' Association 3-07

Active Shooter/Bomb Threat Policy

The federal government defines an active shooter incident as "an individual engaged in killing or attempting to kill people in a confined and populated area, typically through the use of firearms." Active-shooter incidents in the United States have increased in recent years, and over the past seven years the U.S. has averaged over 15 active-shooter situations per year. In the event of an active shooter or bomb threat, all play/practice must be suspended immediately.

Role of the Athletic Trainer and Athletic Training Student in an Active Shooter Scenario

Have an Emergency Action Plan (EAP) in place and practiced with all appropriate personnel. This plan will be unique to your clinical location. In the event that your clinical/immersive experience does not have an active shooter policy, the student should follow the policy below.

[GVSU Active Shooter Policy](#)

One common strategy present in evacuation planning involving an active shooter is the RUN-HIDE-FIGHT protocol.

RUN

- Have an escape route plan in mind.
- Leave your belongings.
- Keep your hands visible.
- DO NOT pull a fire alarm. This can put others in harm's way.
- Run away from the threat as fast as you can.
- Do not run in a straight line.
- Keep objects or buildings between you and the active shooter or hostile intruder.
- If you can, get away from the area of danger and warn others not to enter the area.

HIDE

- Hide in an area out of the suspect's view.
- Lock all doors and place objects to block / barricade entry into your hiding place.
- Turn off lights, silence cellphones, close blinds.
- DIAL 911 AND REPORT ONLY WHEN SAFE TO DO SO

FIGHT

- As a last resort and only when your life is in imminent danger.
- Act with others to incapacitate the suspect.
- Act with physical aggression and throw items at the suspect.

Click [HERE](#) to view GVSU "How to Respond When an Active Shooter is in your Vicinity" flyer

Click [HERE](#) to view "SHOTS FIRED" Video

ACTIVE SHOOTER ELSEWHERE ON CAMPUS

- Only you can tell if it is safe to run from the building.
- If in doubt, do not run. Find a secure area where you are.
- Lock and barricade the doors to the room you are in.
- Turn off lights.
- Close blinds.
- Silence cell phones and other electronic devices.
- Turn off radio and computer monitors.
- Stay out of sight of windows and doors and do not huddle together.
- Be quiet and stay calm.
- Stay in hiding until an "All Clear" notification.

WHEN LAW ENFORCEMENT ARRIVES

- Remain calm and follow officers' instructions.
- Do not stop to ask officers for help or directions when evacuating, just proceed in the direction from which officers are entering the premises.
- Be aware that emergency personnel may not know who the active shooter or hostile intruder is when arriving on scene.
- Immediately raise hands and spread fingers.
- Keep hands visible at all times.
- Avoid pointing and screaming and/or yelling.

Role of Athletic Trainer and Athletic Training Student in Bomb Threat Scenario

Have an Emergency Action Plan in place and practiced with all appropriate personnel. This plan will be unique to your clinical location. In the event that your clinical/immersive experience does not have a bomb threat policy, the student should follow the policy below.

IN THE EVENT OF A BOMB THREAT:

- Obtain and document as much information as possible on the Bomb Threat Sheet.
- Do not use: radio/walkie talkie/cell phones/beepers transmission could set off a bomb.
- Do not speak to anyone about the incident until released to do so.
- Dial 911 and report incident immediately.

EVACUATION:

- If the building is to be evacuated, follow the building evacuation guidelines and stay alert to your surroundings.
- Immediately dial 911 and report any suspicious persons or objects.
- Extend the distance to stay away from the affected building from 350 feet to 500 feet.

[See Appendix G for Bomb Threat Sheet](#)

References:

Active Shooter. Retrieved August 2, 2019 from <https://www.gvsu.edu/dps/active-shooter-response-85.htm>.

Bomb Threat and Evacuation. Retrieved August 2, 2019 from <https://www.gvsu.edu/emergency/bomb-threat-22.htm>.

Lightning Policy

Three-fourths of all lightning casualties occur between May and September, and nearly 4/5 occur between 10 am and 7 pm, which coincides with the hours of most athletic events. Additionally, lightning casualties from sports and recreational activities have risen in recent decades. About 100 people die and hundreds more are injured each year in lightning-related incidents.

A cloud-to-ground lightning flash is the product of buildup and discharge of static electric energy between the charged regions of the cloud and the earth. The negatively charged lower region of the clouds induces an attraction with various objects on the ground producing positively charged upward streamers. The connection of the step leader with an upward streamer determines the connection point on the ground. Heat lightning is cloud-to-cloud lightning that is too distant to hear accompanying thunder. Thunder is created when the air around lightning is superheated to temperatures over 50,000 degrees Fahrenheit (5 times hotter than the sun). The rapidly heated air around the channel explodes creating the crashing sound of thunder. The audible range is approximately 10 miles.

It is important to remember to be aware that lightning can occur without thunder, but thunder never occurs in the absence of lightning.

Flash-to-Bang

The “flash-to-bang” method is a simple method which assists in determining your distance from the lightning flashes and subsequent storm center. Begin by counting (one-Mississippi, two-Mississippi, etc.) as soon as a lightning flash is observed. Stop counting as soon as a successive thunder sound is heard. Divide the number of seconds by five, and the resulting number is the distance in miles the lightning flash is from the practice/game area. If the number is 6 or less (6 miles = 30 seconds), then practice or game area must be evacuated immediately.

Shelter

An optimal shelter should be sought, preferably a sturdy building with metal plumbing or wiring. If this is not available, an alternative shelter is a vehicle that is fully enclosed with metal roof and windows, though this is an inferior option. If a storm is imminent and you are unable to safely evacuate an area, assume the lightning safe position: crouch down with your feet together, hug your knees and lower your head. The idea is to minimize surface area contact with the ground and a single point. Two or more points of contact or a large surface area could attract lightning/electricity to circulate through your body. Do not lie flat on the ground.

Note: Baseball and softball dugouts do not meet criteria for safe shelters.

Role of the Athletic Trainer and Athletic Training Student

The responsibility for removing personnel from the current location should be listed within the EAP. If not defined in current clinical/immersive experience EAP the following is current best practice, as defined by the National Athletic Trainers Association Lightning Safety for Athletics and Recreation Position Statement. For the non-athletic clinical/immersive experience, a lightning safety plan should be discussed with your preceptor.

Monitoring lightning is the responsibility of the athletic trainer, if present. If the AT is not present, the responsibility lies with the head coach alone. If the AT and head coach are both absent, an assistant coach assumes responsibility. The athletic trainer or athletic training student will observe and track the “flash-to-bang” count and inform the coach when conditions become too dangerous, or the need to evacuate arises. The athletic training student will also follow any directions given to them by the athletic trainer in the event of lightning.

Return to Play

Personnel may return to the activity area once 30 minutes has elapsed since the last lightning flash was observed or thunder sound was heard. There are no exceptions. If a lightning flash or thunder sound

occurs after 30 minutes has elapsed, the clock resets and the activity are must again be evacuated to the safe shelter.

Lightning Safety Guidelines

- Stay away from tall trees, lone objects (telephone poles or flag poles, etc.), metal objects, standing water, and open fields.
- Be especially careful with sport equipment, such as softball bats, baseball bats, lacrosse sticks, or golf clubs, as their metal properties can make them act as lightning rods.
- Unless there is an emergency, do not use a landline phone or computer, and avoid using plumbing (pools, toilets, showers, etc.).
- Do not hesitate to help a victim of a lightning strike, as there is no residual charge.
- The absence of rain does not eliminate the possibility of lightning, which can strike up to ten miles away from the center of a storm.
- If there is no safe shelter, try to take cover in a thick grove of small trees surrounded by taller trees, or in a dry ditch and assume lightning safe position. Avoid the high points, open fields or open water.
- Individuals who feel their hair stand on end or skin tingle or hear crackling noises should assume the lightning safe position.

Managing Lightning Strike Victims

- Survey the scene, as ongoing thunderstorms are still an imminent threat. Your safety must come first.
- Activate EMS. (911 off-campus, 9-911 on-campus).
- Move the victim to a safer location, preferably indoors.
- Evaluate and treat for
 - Apnea (cessation of breathing) with rescue breathing.
 - Asystole (absence of pulse) with CPR or optimally AED.
- Evaluate and treat for hypothermia, shock, fractures (splinting as needed), and burns.

References:

Walsh, K.M., Cooper, M.A., Holle, R., Rakov, V.A., Roederll, W.P., Ryan, M. (2013) NATA position statement: Lightning safety for athletics and recreation. *Journal of Athletic Training*. 48(2). 258-270. DOI: 10.4085/1062-6050-48.2.25

Tornado Policy

A tornado is a violent windstorm characterized by a twisting, funnel-shaped cone. It is originated from a thunderstorm/hurricane and is produced as cool air overrides a layer of warm air, for the warm air to rise rapidly. Tornado season is normally March through August, although they can occur at any time of the year. They tend to occur most in the afternoons and evenings. Tornadoes strike with incredible velocity, with speeds up to 300 miles per hour. Their destructive power is immense. Typically, a tornado will stay on the ground for no more than 20 minutes. However, one tornado can touch ground several times in different areas.

Role of the Athletic Trainer and Athletic Training Student

The responsibility for removing personnel from the current location should be listed within the EAP. If not defined in current clinical/immersive experience EAP the following is current best practice, as defined by the National Oceanic and Atmospheric Administration. For the non-athletic clinical/immersive experience, a tornado safety plan should be discussed with your preceptor.

The responsibility for removing athletes from the activity area lies with the coach, who works under the advisement of the athletic trainer, if present. If the AT is not present, the responsibility lies with the head coach alone. If the AT and head coach are both absent, an assistant coach assumes responsibility. The athletic trainer or athletic training student will observe the tornado watches and warnings and inform the coach when conditions become too dangerous, or the need to evacuate arises. Additionally, the athletic training student will also follow any directions given to them by the athletic trainer in the event of a tornado.

Tornado Watch

A tornado watch means that conditions are favorable for a tornado to occur. Be aware/alert of the current weather situation in the area and do the following:

- Review the actions that should take place should a tornado watch develop, or if a tornado funnel is sighted.
- Ensure no physical restrictions exist that would prevent free movement to your nearest safe area (clear any blocked doors, aisles, etc.)
- If competition/practice is indoors, continue normal activities, but be alert to the weather outside, and monitor the radio/television or watch the sky for worsening weather conditions.
- If you are monitoring an outdoor game/practice, play must be suspended until the Tornado Watch is lifted, and all participants and spectators should seek shelter indoors, if possible, on a ground floor.
- Do not phone the campus police or the campus operator for information. Keep the telephone lines clear for emergency messages.

Tornado Warning

A tornado warning means that a tornado has been sighted. You should do the following:

- Take cover
- Proceed to the nearest area/shelter
- Because of possible electrical failures, use the stairs, not the elevators.
- Avoid auditoriums and gymnasiums with large, poorly supported roofs, designate a hallway without windows.
- In multi-story buildings, you should move to the basement or first floor. Inner hallways are usually safe areas. If possible, move to the ground level. If you are in a frame or sheet metal building and weather conditions permit, move to a brick or stone building for added protection.
- If you are outdoors, seek indoor shelter in a designated tornado-safe zone.

Return to Activity

Personnel may return to the activity area only when a Tornado Watch has been lifted. There are no exceptions. If there is a recurrence of a Tornado Watch, the activity area must again be evacuated to the safe shelter.

References:

Severe Weather 101. Retrieved August 2, 2019 from <https://www.nssl.noaa.gov/education/svrwx101/tornadoes/>.

Appendix A: Travel with Team Form



Master of Athletic Training
Travel with Team Form

Today's Date: _____

Dear Professor,

This letter is to inform you that _____ is a student enrolled in the Master of Athletic Training Program (MAT) at Grand Valley State University. Partial fulfillment of the MAT requires students to complete four semesters of clinical/immersive experience assignments in a variety of settings, including clinics, high schools, and intercollegiate athletics. Due to this, students may have travel responsibilities associated with their assignments.

This semester the student enrolled in your class is completing a clinical/immersive experience with _____ and we ask that you excuse him/her from class on the following day(s):

Date(s): _____

Time Leaving: _____

The student understands that they are responsible for all materials and assignments cover in class. This student further understands that they must adhere to all attendance policies set forth by the instructor of _____.

If you have any questions or concerns regarding the above-mentioned student and their absence from your class, please feel free to contact any of the faculty of the MAT: Dr. Shari Bartz-Smith (x3044), Dr. Brian Hatzel (x8538), Dr. Tonya Parker (x3962), or Dr. Meghan Fox (x8541).

Thank you for your understanding in this matter,

MAT Faculty

Date

Appendix B: MAT Disciplinary Report Form



**GRAND VALLEY STATE UNIVERSITY MASTER OF ATHLETIC
TRAINING PROGRAM**

Athletic Training Student Disciplinary Report Form

Student Name: _____

Clinical/Immersive Experience Enrolled in: _____

Clinical Assignment at time of incident: _____

Academic Course(s): _____

Incident Location: _____

Incident Date/Time: _____

Inappropriate Action/Behavior:

- ☐ Unprofessional Behavior Describe:
- ☐ Breach of Duty Describe:
- ☐ Academic Dishonesty Describe:
- ☐ Other Inappropriate Conduct Describe:

Describe in detail how the incident occurred:

Witnesses (if any): _____

I, the aforementioned, understand that my signature below IS NOT an admission of guilt but rather an acknowledgment of the completion of an incident report. I also understand that a refusal to sign this document could be considered an admission of guilt in the abovementioned incident. If a student disagrees with the explanation of the incident the student can write an explanation of their rendition of the event on the back of the form.

Athletic Training Student Signature

Date

Clinical Coordinator Signature

Date

Program Director Signature

Date

The Grand Valley State University Athletic Training Program will review the facts presented above and based upon said facts, determine the best suitable course of action.

Decision: _____

Clinical Coordinator Signature

Date

Program Director Signature

Date

Student Explanation of incident (if in disagreement):

Appendix C: BOC Standards of Professional Practice and Code of Professional Responsibility



BOC Standards of Professional Practice

VERSION 3.4 - PUBLISHED NOVEMBER 2021
IMPLEMENTED JANUARY 2022



Introduction

The “BOC Standards of Professional Practice” are reviewed by the Board of Certification, Inc. (BOC) Standards Committee and recommendations are provided to the BOC Board of Directors. The BOC Standards Committee is comprised of five Athletic Trainer members and one public member. The BOC Board of Directors approves the final document. The BOC Board of Directors includes six Athletic Trainer Directors, one Physician Director, one Public Director and one Corporate/Educational Director.

CERTIFIED ATHLETIC TRAINERS

The BOC certifies Athletic Trainers and identifies, for the public, quality health care professionals through a system of certification, adjudication, standards of practice and continuing competence programs. Athletic Trainers are health care professionals who collaborate with physicians to optimize activity and participation of patients and clients. Athletic training encompasses the prevention, diagnosis and intervention of emergency, acute and chronic medical conditions involving impairment, functional limitations and disabilities.

The BOC is the only accredited certification program for Athletic Trainers in the United States. Every five years, the BOC must undergo review and re-accreditation by the National Commission for Certifying Agencies (NCCA). The NCCA is the accreditation body of the Institute of Credentialing Excellence.

BOARD CERTIFIED SPECIALIST

Specialty certification identifies Athletic Trainers who have clinical practice abilities beyond the ATC® credential. These abilities will be identified via demonstration of post-professional education and training (e.g., CAATE-accredited residency and/or employment and experience), and passing of a specialty certification exam. The specialty certification demonstrates an ability to enhance quality of patient care, optimize clinical outcomes, increase cost-effectiveness, provide value-based care and improve patients’ health-related quality of life within a specialized area of athletic training practice.

The “BOC Standards of Professional Practice” consists of two sections:

- I. Practice Standards
- II. Code of Professional Responsibility



I. Practice Standards

CERTIFIED ATHLETIC TRAINERS

PREAMBLE

The primary purpose of the Practice Standards are to establish essential duties and obligations imposed by virtue of holding the ATC® credential. Compliance with the Practice Standards are mandatory.

The BOC does not express an opinion on the competence or warrant job performance of credential holders; however, every Athletic Trainer and applicant must agree to comply with the Practice Standards at all times.

STANDARD 1: DIRECTION

The Athletic Trainer renders service or treatment under the direction of, or in collaboration with a physician, in accordance with their training and the state's statutes, rules and regulations.

STANDARD 2: PREVENTION

The Athletic Trainer implements measures to prevent and/or mitigate injury, illness and long term disability.

STANDARD 3: IMMEDIATE CARE

The Athletic Trainer provides care procedures used in acute and/or emergency situations, independent of setting.

STANDARD 4: EXAMINATION, ASSESSMENT AND DIAGNOSIS

The Athletic Trainer utilizes patient history and appropriate physical examination procedures to determine the patient's impairments, diagnosis, level of function and disposition.

STANDARD 5: THERAPEUTIC INTERVENTION

The Athletic Trainer determines appropriate treatment, rehabilitation and/or reconditioning strategies. Intervention program objectives include long and short-term goals and an appraisal of those which the patient can realistically be expected to achieve from the program. Appropriate patient-centered outcome assessments are utilized to document efficacy of interventions.

STANDARD 6: PROGRAM DISCONTINUATION

The Athletic Trainer may recommend discontinuation of the intervention program at such time the patient has received optimal benefit of the program. A final assessment of the patients' status is included in the discharge note.

STANDARD 7: ORGANIZATION AND ADMINISTRATION

The Athletic Trainer documents all procedures and services in accordance with local, state and federal laws, rules and guidelines.



BOARD CERTIFIED SPECIALIST

PREAMBLE

BOC specialty certification is a voluntary process by which an Athletic Trainer earns formal recognition of their advanced education and experience within a specialized area of clinical practice.

Compliance with the Practice Standards are mandatory for every individual who holds the ATC® credential. The BOC board-certified specialist must maintain the ATC® credential; therefore, the specialist must comply with the Practice Standards. The essential duties and obligations of the BOC board-certified specialist are also directed by the current practice analysis for the respective specialty. The BOC does not express an opinion on the competence or warrant job performance of specialty credential holders; however, every specialist and specialist applicant agrees to comply with the Practice Standards for the respective specialty.

BOARD CERTIFIED SPECIALIST - ORTHOPEDICS (BCS-O)

Passage of the BOC Orthopedic Specialty Exam signifies a standard level of knowledge in the following domains that signify the major responsibilities or duties that characterize orthopedic specialty practice:

STANDARD 1: MEDICAL KNOWLEDGE

The Orthopedic Specialist performs and synthesizes a comprehensive evaluation that includes, but is not limited to, interpreting patient history, completing a physical examination, and identifying appropriate diagnostic studies to formulate a differential diagnosis, educate the patient and formulate a plan of care to optimize patient-centered care.

STANDARD 2: PROCEDURAL KNOWLEDGE

The Orthopedic Specialist implements a plan of care and provides procedural and/or operative care (pre-, intra-, and/or post-) to ensure optimal patient outcomes.

STANDARD 3: PROFESSIONAL PRACTICE

The Orthopedic Specialist collaborates with an interdisciplinary health care team to establish processes and quality care programs that promote value-based care, population health strategies and cost containment to improve patient outcomes.



II. Code of Professional Responsibility

PREAMBLE

The Code of Professional Responsibility (Code) mandates that BOC credential holders and applicants act in a professionally responsible manner in all athletic training services and activities. The BOC requires all Athletic Trainers, specialists and applicants to comply with the Code. The BOC may discipline, revoke or take other action with regard to the application or certification of an individual that does not adhere to the Code. The “Professional Practice and Discipline Guidelines and Procedures” may be accessed via the [BOC website](#).

CODE 1: PATIENT CARE RESPONSIBILITIES

The Athletic Trainer, specialist or applicant:

- 1.1 Renders quality patient care regardless of the patient’s age, gender, race, religion, disability, sexual orientation, gender identity, or any other characteristic protected by law.
- 1.2 Protects the patient from undue harm and acts always in the patient’s best interest and is an advocate for the patient’s welfare, including taking appropriate action to protect patients from health care providers or athletic training students who are, impaired or engaged in illegal or unethical practice.
- 1.3 Demonstrates sound clinical judgment that is based upon current knowledge, evidence-based guidelines and the thoughtful and safe application of resources, treatments and therapies.
- 1.4 Communicates effectively and truthfully with patients and other persons involved in the patient’s program, while maintaining privacy and confidentiality of patient information in accordance with applicable law.
 - 1.4.1 Demonstrates respect for cultural diversity and understanding of the impact of cultural and religious values.
- 1.5 Develops and maintains a relationship of trust and confidence with the patient and/or the parent/guardian of a minor patient and does not exploit the relationship for personal or financial gain.
- 1.6 Does not engage in intimate or sexual activity with a patient and/or the parent/guardian of a minor patient.
- 1.7 Informs the patient and/or the parent/guardian of a minor patient of any risks involved in the treatment plan.
 - 1.7.1 Does not make unsupported claims about the safety or efficacy of treatment.

- 1.8 Does not practice athletic training, or otherwise render patient care, while under the influence of alcohol, drugs, or any other substance that may or is likely to impair the Athletic Trainer’s ability to render quality, skilled care to the patient.

CODE 2: COMPETENCY

The Athletic Trainer, specialist or applicant:

- 2.1 Engages in lifelong, professional and continuing educational activities to promote continued competence.
- 2.2 Complies with the most current BOC recertification policies and requirements.

CODE 3: PROFESSIONAL RESPONSIBILITY

The Athletic Trainer, specialist or applicant:

- 3.1 Practices in accordance with the most current BOC Practice Standards.
- 3.2 Practices in accordance with applicable local, state and/or federal rules, requirements, regulations and/or laws related to the practice of athletic training including, without limitation, applicable state licensing and ethical requirements.
- 3.3 Practices in collaboration and cooperation with others involved in a patient’s care when warranted; respecting the expertise and medico-legal responsibility of all parties.
- 3.4 Provides athletic training services only when there is a reasonable expectation that an individual will benefit from such services.
- 3.5 Does not misrepresent in any manner, either directly or indirectly, their skills, training, professional credentials, identity or services or the skills, training, credentials, identity or services of athletic training.
 - 3.5.1 Provides only those services for which they are prepared and permitted to perform by applicable local, state and/or federal rules, requirements, regulations and/or laws related to the practice of athletic training.
- 3.6 Does not guarantee the results of any athletic training service.
- 3.7 Complies with all BOC exam eligibility requirements.
- 3.8 Ensures that any information provided to the BOC in connection with exam eligibility, certification, recertification or reinstatement including but not limited to, exam applications, reinstatement applications or continuing education forms, is accurate and truthful.

II. Code of Professional Responsibility

- 3.9 Does not possess, use, copy, access, distribute or discuss certification exams, self-assessment and practice exams, score reports, answer sheets, certificates, certificant or applicant files, documents or other materials without proper authorization.
- 3.10 Takes no action that leads, or may lead, to the conviction, plea of guilty or plea of nolo contendere (no contest) to any felony or to a misdemeanor related to public health, patient care, athletics or education; this includes, but is not limited to: rape; sexual abuse or misconduct; actual or threatened use of violence; the prohibited sale or distribution of controlled substances, or the possession with intent to distribute controlled substances; or improper influence of the outcome or score of an athletic contest or event.
- 3.11 Reports any suspected or known violation of applicable local, state and/or federal rules, requirements, regulations and/or laws committed by themselves and/or by another Athletic Trainer that is related to the practice of athletic training and/or that may impact the Athletic Trainer's ability to practice athletic training in accordance with "BOC Standards of Professional Practice."
- 3.12 Reports any criminal convictions (with the exception of misdemeanor traffic offenses or traffic ordinance violations that do not involve the use of alcohol or drugs) and/or professional suspension, discipline or sanction received by themselves or by another Athletic Trainer that is related to athletic training.
- 3.13 Complies with applicable local, state and/or federal rules, requirements, regulations and/or laws related to mandatory reporting when identified as a "mandatory reporter" or "responsible employee."
- 3.14 Cooperates with BOC investigations into alleged illegal and/or unethical activities and any alleged violation(s) of a "BOC Standard of Professional Practice." Cooperation includes, but is not limited to, providing candid, honest and timely responses to requests for information and/or documentation.
- 3.15 Complies with all confidentiality and disclosure requirements of the BOC and existing law.
- 3.16 Does not endorse or advertise products or services with the use of, or by reference to, the BOC name without proper authorization.
- 3.17 Complies with all conditions and requirements arising from certification restrictions or disciplinary actions taken by the BOC, including, but not limited to, conditions and requirements contained in decision letters and consent agreements entered into pursuant to Section 4 of the "BOC Professional Practice and Discipline Guidelines and Procedures."
- 3.18 Fulfills financial obligations for all BOC billable goods and services provided.

CODE 4: RESEARCH

The Athletic Trainer, specialist or applicant who engages in research:

- 4.1 Conducts research according to accepted ethical research and reporting standards established by public law, institutional procedures and/or the health professions.
- 4.2 Protects the human rights and well-being of research participants.
- 4.3 Conducts research activities intended to improve knowledge, practice, education, outcomes and/or public policy relative to the organization and administration of health systems and/or health care delivery.

CODE 5: SOCIAL RESPONSIBILITY

The Athletic Trainer, specialist or applicant:

- 5.1 Strives to serve the profession and the community in a manner that benefits society at large.
- 5.2 Advocates for appropriate health care to address societal health needs and goals.

CODE 6: BUSINESS PRACTICES

The Athletic Trainer, specialist or applicant:

- 6.1 Does not participate in deceptive or fraudulent business practices.
- 6.2 Seeks remuneration only for those services rendered or supervised by an Athletic Trainer; does not charge for services not rendered.
 - 6.2.1 Provides documentation to support recorded charges.
 - 6.2.2 Ensures all fees are commensurate with services rendered.
- 6.3 Maintains adequate and customary professional liability insurance.
- 6.4 Acknowledges and mitigates conflicts of interest.

BOC VISION

The BOC exists so that health care professionals worldwide have access to globally recognized standards of competence and exceptional credentialing programs that support them in the protection of the public and the provision of excellent patient care.

BOC MISSION

To provide exceptional credentialing programs for healthcare professionals to assure protection of the public.

BOC VALUES

Integrity, Professionalism, Fairness, Transparency, Service

The BOC, a national credentialing agency, has been certifying Athletic Trainers and identifying, for the public, quality health care professionals with certainty since 1969.

BOARD OF CERTIFICATION
1415 Harney Street, Suite 200
Omaha, Nebraska 68102

O (402) 559-0091
F (402) 561-0598
BOCATC.org

Appendix D: NATA Code of Ethics



CODE OF ETHICS

Including Shared Professional Values

Revised May 2022

National Athletic Trainers' Association
1620 Valwood Parkway, Suite 115
Carrollton, TX 75006
214-637-6282

Preamble

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

The National Athletic Trainers' Association respects and values diversity amongst its members and patients served. Our members work respectfully and effectively with diverse patient populations in varied healthcare environments. The NATA prohibits discrimination based on race, ethnicity, color, national origin, citizenship status, religion (creed), sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, military status, family/parental status, income and socioeconomic status, political beliefs, or reprisal or retaliation for prior civil rights activity, or other unlawful basis, in any program or activity conducted or funded by the NATA (VATA, 2020).

Important Professional Values (PV) shared by the NATA membership include: 1) Caring & Compassion, 2) Integrity, 3) Respect, 4) Competence, and 5) Accountability. These shared PV underpin the NATA Code of Ethics, motivate honorable interpersonal behaviors, and conduct in member's interactions with all persons.

The Appendix to the Code of Ethics reveals a definition and sample behaviors for each shared PV.

PRINCIPLE 1. IN THE ROLE OF AN ATHLETIC TRAINER, MEMBERS SHALL PRACTICE WITH COMPASSION, RESPECTING THE RIGHTS, WELL-BEING, AND DIGNITY OF OTHERS

(PRINCIPLE 1 is associated with the PV of Respect, Caring & Compassion, and Competence.)

- 1.1 Members shall act in a respectful and appropriate manner to all persons regardless of race, religion, age, sex, ethnic or national origin, disability, health status, socioeconomic status, sexual orientation, or gender identity and expression.
- 1.2 Member's duty to the patient is the first concern, and therefore members are obligated to place the well-being and long-term well-being of their patient above other stakeholders to provide competent care in all decisions, and advocate for the best medical interest and safety of their patient as delineated by professional statements and best practices.
- 1.3 Members shall preserve the confidentiality of privileged information and shall not release or otherwise publish in any form, including social media, such information to a third party not involved in the patient's care without a release unless required by law.

PRINCIPLE 2. MEMBERS SHALL COMPLY WITH THE LAWS AND REGULATIONS GOVERNING THE PRACTICE OF ATHLETIC TRAINING, NATIONAL ATHLETIC TRAINERS' ASSOCIATION (NATA) MEMBERSHIP STANDARDS, AND THE NATA CODE OF ETHICS

(PRINCIPLE 2 is associated with the PV of Accountability.)

- 2.1. Members shall comply with applicable local, state, federal laws, and any state athletic training practice acts.
- 2.2. Members shall understand and uphold all NATA Standards and the Code of Ethics.
- 2.3. Members shall refrain from, and report illegal or unethical practices related to athletic training.
- 2.4. Members shall cooperate in ethics investigations by the NATA, state professional licensing/regulatory boards, or other professional agencies governing the athletic training profession. Failure to fully cooperate in an ethics investigation is an ethical violation.

- 2.5. Members must not file, or encourage others to file, a frivolous ethics complaint with any organization or entity governing the athletic training profession such that the complaint is unfounded or willfully ignore facts that would disprove the allegation(s) in the complaint.
- 2.6. Members shall refrain from substance and alcohol abuse. For any member involved in an ethics proceeding with NATA and who, as part of that proceeding is seeking rehabilitation for substance or alcohol dependency, documentation of the completion of rehabilitation must be provided to the NATA Committee on Professional Ethics as a requisite to complete a NATA membership reinstatement or suspension process.

PRINCIPLE 3. MEMBERS SHALL MAINTAIN AND PROMOTE HIGH STANDARDS IN THEIR PROVISION OF SERVICES

(PRINCIPLE 3 is associated with the PV of Caring & Compassion, Accountability.)

- 3.1. Members shall not misrepresent, either directly or indirectly, their skills, training, professional credentials, identity, or services.
- 3.2. Members shall provide only those services for which they are qualified through education or experience and which are allowed by the applicable state athletic training practice acts and other applicable regulations for athletic trainers.
- 3.3. Members shall provide services, make referrals, and seek compensation only for those services that are necessary and are in the best interest of the patient as delineated by professional statements and best practices.
- 3.4. Members shall recognize the need for continuing education and participate in educational activities that enhance their skills and knowledge and shall complete such educational requirements necessary to continue to qualify as athletic trainers under the applicable state athletic training practice acts.
- 3.5. Members shall educate those whom they supervise in the practice of athletic training about the Code of Ethics and stress the importance of adherence.
- 3.6. Members who are researchers or educators must maintain and promote ethical conduct in research and educational activities.

PRINCIPLE 4. MEMBERS SHALL NOT ENGAGE IN CONDUCT THAT COULD BE CONSTRUED AS A CONFLICT OF INTEREST, REFLECTS NEGATIVELY ON THE ATHLETIC TRAINING PROFESSION, OR JEOPARDIZES A PATIENT'S HEALTH AND WELL-BEING.

(PRINCIPLE 4 is associated with the PV of Respect.)

- 4.1. Members should conduct themselves personally and professionally in a manner, that reflects the shared professional values, that does not compromise their professional responsibilities or the practice of athletic training.
- 4.2. All NATA members, whether current or past, shall not use the NATA logo or AT logo in the endorsement of products or services, or exploit their affiliation with the NATA in a manner that reflects badly upon the profession.
- 4.3. Members shall not place financial gain above the patient's well-being and shall not participate in any arrangement that exploits the patient.
- 4.4. Members shall not, through direct or indirect means, use information obtained in the course of the practice of athletic training to try and influence the score or outcome of an athletic event, or attempt to induce financial gain through gambling.
- 4.5. Members shall not provide or publish false or misleading information, photography, or any other communications in any media format, including on any social media platform, related to athletic training that negatively reflects the profession, other members of the NATA, NATA officers, and the NATA office.

Athletic Training's Shared Professional Values

Established from research conducted by the NATA Professional Responsibility in Athletic Training Committee in 2020, the following are the five shared professional values of athletic training.

Caring & Compassion is an intense concern and desire to help improve the welfare of another.

Sample behaviors include:

- 1) Listening for understanding and a readiness to help.
- 2) Focusing on achieving the greatest well-being and the highest potential for others.
- 3) Spending the time needed to provide quality care.

Integrity is a commitment that is internally motivated by an unyielding desire to do what is honest and right.

Sample behaviors include:

- 1) Providing truthful, accurate and relevant information.
- 2) Abiding by the rules, regulations, laws and standards of the profession.
- 3) Using applicable professional standards and established policies and procedures when taking action or making decisions.

Respect is the act of imparting genuine and unconditional appreciation and value for all persons.

Sample behaviors include:

- 1) Engaging in active listening when communicating with others.
- 2) Acknowledging and expressing concern for others and their well-being.
- 3) Acting in light of the belief that the person has value.

Competence is the ability to perform a task effectively with desirable outcomes.

Sample behaviors include:

- 1) Thinking critically, demonstrating ethical sensitivity, committing to evidence-based practice, delivering quality skills and effective collaboration.
- 2) Making sound decisions while demonstrating integrity.
- 3) Ongoing continuous quality assessment and improvement.

Accountability is a willingness to be responsible for and answerable to one's own actions.

Sample behaviors include:

- 1) Acknowledging and accepting the consequences of one's own actions.
- 2) Adhering to laws, codes, practice acts and standards that govern professional practice.
- 3) Assuming responsibility for learning and change.

Appendix E: Athletic Participation for Athletic Training Students



GRAND VALLEY STATE UNIVERSITY MASTER OF ATHLETIC TRAINING PROGRAM

Athletic Participation for Athletic Training Students

The Grand Valley State University Master of Athletic Training (MAT) Program sets forth this policy that allows Athletic Training Students to participate in intercollegiate athletics and club sports while enrolled in the MAT Program:

1. It is recommended that athletic training students participate/compete in only ONE sport per academic year. This is to allow and ensure that the athletic training student fulfill the requirements of all clinical experience courses in a timely manner.
2. A student who participates in a sport may be unable to maximize the "quality" of the clinical experience. Ultimately, a student who participates in any sport may be limiting his/her exposure to the full clinical experience.

Please note: Athletic training students participating in a sport may have to delay their graduation date in order to complete the clinical requirements of the MAT Program.

As a Grand Valley State University student-athlete/coach, I understand and accept the aforementioned conditions and provisions and submit this agreement as evidence of that determination.

I submit that I will be participating/competing in the sport of _____ during the academic _____ year.

The Grand Valley State University Master of Athletic Training Program will not be liable if/when the athletic training student does not achieve the required number of hours to satisfy clinical/immersive experience requirements.

Student-Athlete/Athletic Training Student Signature

Date

Athletic Head Coach Signature

Date

Clinical Coordinator Signature

Date

Program Director Signature

Date

Appendix F: Department of Homeland Security Bomb Threat Checklist

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

*** Refer to your local bomb threat emergency response plan for evacuation criteria**

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- **911**
- **Follow your local guidelines**

For more information about this form contact the Office for Bombing Prevention at: OBP@cisa.dhs.gov



BOMB THREAT CHECKLIST

DATE:

TIME:

TIME CALLER
HUNG UP:

PHONE NUMBER WHERE
CALL RECEIVED:

Ask Caller:

- Where is the bomb located?
(building, floor, room, etc.)
- When will it go off?
- What does it look like?
- What kind of bomb is it?
- What will make it explode?
- Did you place the bomb? Yes No
- Why?
- What is your name?

Exact Words of Threat:

Information About Caller:

- Where is the caller located?
(background/level of noise)
- Estimated age:
- Is voice familiar? If so, who does it sound like?
- Other points:

Caller's Voice	Background Sounds	Threat Language
<input type="checkbox"/> Female	<input type="checkbox"/> Animal noises	<input type="checkbox"/> Incoherent
<input type="checkbox"/> Male	<input type="checkbox"/> House noises	<input type="checkbox"/> Message read
<input type="checkbox"/> Accent	<input type="checkbox"/> Kitchen noises	<input type="checkbox"/> Taped message
<input type="checkbox"/> Angry	<input type="checkbox"/> Street noises	<input type="checkbox"/> Irrational
<input type="checkbox"/> Calm	<input type="checkbox"/> Booth	<input type="checkbox"/> Profane
<input type="checkbox"/> Clearing throat	<input type="checkbox"/> PA system	<input type="checkbox"/> Well-spoken
<input type="checkbox"/> Coughing	<input type="checkbox"/> Conversation	
<input type="checkbox"/> Cracking Voice	<input type="checkbox"/> Music	
<input type="checkbox"/> Crying	<input type="checkbox"/> Motor	
<input type="checkbox"/> Deep	<input type="checkbox"/> Clear	
<input type="checkbox"/> Deep breathing	<input type="checkbox"/> Static	
<input type="checkbox"/> Disguised	<input type="checkbox"/> Office machinery	
<input type="checkbox"/> Distinct	<input type="checkbox"/> Factory machinery	
<input type="checkbox"/> Excited	<input type="checkbox"/> Local	
<input type="checkbox"/> Laughter	<input type="checkbox"/> Long distance	
<input type="checkbox"/> Lisp		
<input type="checkbox"/> Loud		
<input type="checkbox"/> Nasal		
<input type="checkbox"/> Normal		
<input type="checkbox"/> Ragged		
<input type="checkbox"/> Rapid		
<input type="checkbox"/> Raspy		
<input type="checkbox"/> Slow		
<input type="checkbox"/> Slurred		
<input type="checkbox"/> Soft		
<input type="checkbox"/> Stutter		

Other Information:

Appendix G: Technical Standards Form



Grand Valley State University Master of Athletic Training Program Technical Standards

The Master of Athletic Training (MAT) at Grand Valley State University (GVSU) is a rigorous program that places specific requirements and demands on admitted athletic training students. Students must demonstrate specific intellectual, technical, physical and behavioral essential skills set forth by the athletic training profession. The objective of this program is to prepare graduates, to enter a variety of employment settings, and to render care to a diverse patient population engaged in physical activity.

The technical standards listed below, establish the qualities required for students admitted to the GVSU MAT Program, to achieve the knowledge, skills, and competencies of an entry-level athletic trainer. The following abilities and expectations must be met by all students admitted to the GVSU MAT. 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.

Admitted MAT students must demonstrate the following skills:

- I. Motor
 - a. Sufficient postural and neuromuscular control, sensory function (vision, tactile hearing, vestibular, and proprioception), and coordination to perform appropriate physical evaluations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.
 - i. Athletic training duties are performed in a variety of positions. These include but are not limited to: standing, sitting, kneeling, squatting, twisting, reaching, bending, pushing/pulling and or any other posture that provides assistance and support. Students must be able to move in rapid succession from floor to upright position, in an emergency situation. Duties are performed while maintaining the safety of the patient and student.
 - ii. Additional examples of daily physical demands include but are not limited to: ability to perform palpations, complete taping procedures, performance of special tests, ability to perform CPR and First Aid procedures, ability to lift 10-gallon coolers of water, ability to transport injured athlete, running across uneven surfaces.
 - iii. Tolerate travel to various community locations for clinical experiences.

Assessed: 1. Ability to lift a 25 lb weight. 2. Proof of CPR Certification. 3. Pass physical examination (see GVSU MAT physical examination form) performed by a physician (MD or DO).

II. Sensory/Observation

- a. Students will need to continually observe patients, obtain a patient's history, detect changes in patient condition and ensure patient safety. Students must be able to obtain information from written documents, video media/data, graphic images and equipment quickly and accurately. These skills necessitate the functional use of vision, hearing and other sensory modalities. The student must have functional visual acuity, the ability to hear/lip read, and the ability to sense light touch and proprioceptive changes.

Assessed: 1. Pass physical examination (see GVSU MAT physical examination form) performed by a physician (MD or DO). 2. Athletic Trainer reference recommendation letter.

III. Communication

- a. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds. Communication includes not only speech but reading and writing. Students must recognize the significance of verbal and non-verbal communication in both academic and clinical settings.
 - i. This includes but is not limited to: the ability to establish rapport, communicate judgments and treatment information effectively with patients, coaching staff and other healthcare professionals.
- b. Students must be able to understand and speak the English language at a level consistent with professional practice.
- c. The ability to record the physical examination results, evaluations and treatment plans clearly and accurately.
- d. Perform oral presentations to fellow students, instructors, other athletic trainers, and healthcare professionals within the classroom and in the professional practice setting.

Assessed: 1. Satisfactory performance in the application interview. 2. Satisfactory performance on both application written essays. 3. Evaluator/reference recommendation letter.

IV. Cognitive

- a. The mental capacity to assimilate, analyze, synthesize, integrate evidence-based practice concepts and problem solve to formulate assessment, therapeutic judgments and to be able to distinguish deviations from the norm both in clinical practice and classroom exposure. Students will have exposure to a variety of instructional methods, including written and oral formats, visual media, hands on laboratory experiences, clinical experiences, and through self-directed learning.
- b. Ability to maintain attention, performance and behaviors, without interruption, is expected in class for 2+ hours and the clinical exposure for 3+ hours.

Assessed: 1. Completion of GVSU Athletic Training pre-requisite courses, with a GPA of a 3.0 or better.

V. Behavioral and Social Attributes

- a. The capacity to maintain composure and continue to function well during periods of high stress. Students must adapt to a wide variety of encounters and environments. The ability to adapt displays flexibility and the ability to adjust to the rapid, unpredictable and uncertainties present within the rapid changes of the health care system of clinical problems of many patients. Student stability of emotional health is required to exercise good judgment and prompt completion of the responsibilities to the evaluation and treatment of patients.
- b. The capacity to develop and maintain effective appropriate demeanor with professional relationships in the health care setting to ensure quality patient care. This includes, but not limited to members of the healthcare team/staff, coaches, and patients.

- c. Athletic Training personal attributes which include, but not limited to: adaptability, empathy, compassion, effective communication skills, intrapersonal skills, motivation, model NATA code of ethics, integrity, and honesty.

Assessed: 1. Satisfactory performance in the application interview. 2. Evaluator/reference recommendation letter.

We recognize that degrees of ability vary widely between individuals. Those with a concern are strongly encouraged to have a discussion with Disability Support Resources (DSR) and the MAT Program Director. Jointly, both DSR and the MAT Program Director may consider technological and other facilitating mechanisms necessary to educate and function effectively as an athletic trainer. After a meeting with and reviewing appropriate documentation of the potential applicant, DSR will determine if the potential candidate can meet the technical standards with or without reasonable accommodation. In adherence to the Americans with Disabilities Act of 1990 (ADA), DSR, in consultation with the MAT Program Director, will conduct a review of whether or not the accommodations would jeopardize clinician/patient safety, and/or the educational process of the applicant and/or the institution (including all coursework, clinical experiences, and internships deemed essential to graduate). The Department of Department of Physical Therapy and Athletic Training and the MAT Program is committed to enabling its students to complete the course of study in athletic training by any reasonable means or accommodations. The Department of Physical Therapy and Athletic Training and the MAT Program do not discriminate against any individual on the basis of religion, gender, ethnic background or physical disability.

SIGN ONLY ONE:

I certify that I have read and understand the technical standards for selection listed above, and I believe to the best of my knowledge that I meet each of these standards without accommodation. I understand that if am unable to meet these standards, I will not be admitted into the program.

Signature of Applicant

Date

I certify that I have read and understand the technical standards of selection listed above and I believe to the best of my knowledge that I can meet each of these standards with accommodations. I will contact the Disability Support Resource and the Athletic Training Program Director at Grand Valley State University to determine what accommodations may be available. I understand that if I am unable to meet these standards with reasonable accommodations, I will not be admitted into the program.

Signature of Applicant

Date

Appendix H: MAT Graduate Student Handbook – Student Signature



Master of Athletic Training Student Handbook Acknowledgment

I, _____, have read and agree to abide by all policies, procedures, statements within the Grand Valley State University Athletic Training Program Student Handbook. I acknowledge the following statements:

- This handbook explains my expectations and will continue through my matriculation through the Athletic Training Program.
- I agree to complete all necessary forms of the Athletic Training Program Student Handbook.
- If I fail to adhere to any documents set forth in the Athletic Training Program Student Handbook, I am aware that I may be disciplined in accordance with the Athletic Training Program, Grand Valley State University, and/or Law Enforcement.
- I acknowledge that policies are subject to change based on current medical practice, accreditation standards, and university requirements. I am aware that I will be notified in a timely manner of any such changes.
- I have the opportunity to ask questions regarding the Athletic Training Student Handbook of which have been answered to my satisfaction.

Student Signature

Date