

Department of Movement Science

ATHLETIC TRAINING



Graduate Student Handbook 2019-2020



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GVSU Resources

Grand Valley State University Master of Athletic Training Abbreviation/Terminology

Grand Valley State University = GVSU

Master of Athletic Training = MAT

Athletic Training Program = ATP

Athletic Trainer = AT

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

Preceptor = supervising AT at clinical experience or immersive experience

MAT Faculty Directory



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Dr. Tonya Parker
Clinical Coordinator

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Allendale, MI 49401

Phone: (616) 331-3962

Email: parkert@gvsu.edu

Student Support Services

Campus Health Center
10383 42nd Avenue
Allendale, MI 49401
(616) 252-6030

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

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

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

CLAS Academic Advising Center
C-1-140 Mackinac Hall
10880 North Campus Drive
Allendale, MI 49401
(616) 331-8585

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

Department of Public Safety
11106 Service Drive
Allendale, MI 49401
(616) 331-3255

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

Disability Support Services
4015 James H. Zumberge Hall
11012 Residence 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
120 Lake Ontario Hall
4069 Calder Drive
Allendale, MI 49401
(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) 988-8774

<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) 331-5811

<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/>

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
204 Student Services
10800 North Campus Drive
Allendale, MI 49401
(616) 331-3266

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

Veteran's Network
101B Devos Center
401 W. Fulton Street
Grand Rapids, MI 49504
(616) 331-7188

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

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 Manual – <https://www.gvsu.edu/gs/policies-and-procedures-58.htm>

Undergraduate & Graduate Catalog – <http://catalog.gvsu.edu/>

The catalog is a compressive 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 and Final Exams

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 – <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, Grievance Processes.

This policy is not limited to GVSU facilities or experiences. The Student Code 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, complete midterm and final evaluation of the of the athletic training student, complete evaluation of the preceptor, complete 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 to 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: Juvenile Diabetes

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 indirect alignment with the University's core value of integrating liberal learning with professional development. In the BS degree students will be exposed to a broad-based learning environment taking courses with students from multiple disciplines. The Master degree courses will focus on integrated learning, and include many AAC&U 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; 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 Movement Science. 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 AT faculty meetings and at Department Assessment meetings which occur on a regular and planned basis, a minimum of 6 times per year, and with students at regularly planned meetings. One member of the AT faculty is part of the Departmental Strategic Planning and Assessment Committee and data collected as part of the Program is shared with the Department and University in accordance with University policy. Departmental data is shared with the University and University Strategic Plan and Assessment Reports are available to the public. The Movement Science Strategic Plan can be found at <https://www.gvsu.edu/strategicplan-view.htm?entityId=ED37F6ED-C58A-A499-9944400B5549C872&entityType=unit>.

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. Screen shots are provided which showing 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

(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 AT-C 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 61/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 AT-F IOM Core Competencies: Athletic Training students will employ the 5 Institute of Medicine Core Competencies for Health Care Professionals.

Obj 1: Students will provide patient-centered care. (IOM Patient-Centered Care Competency)

Obj 2: Students will apply athletic training services in a manner that uses evidence to inform practice. (CAATE Standard 62/IOM EBP Competency)

Obj 3: 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 4: Students will use systems of quality assurance and quality improvement to enhance client/patient care. (CAATE Standard 63/IOM Quality Improvement Competency)

Obj 5: Students will work in interdisciplinary teams - cooperate, collaborate, communicate, and integrate care in teams to ensure that care is continuous and reliable.

Clinical Site Assessments

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

Formative

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.

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 students 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.

Eval 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 culminated by the Clinical Education Coordinator and shared with the Preceptor as part of the culmination and with faculty as part of on-going discussions of sites and at scheduled assessment meetings.

GVSU Inclusion and Equity and Equal Opportunity/Affirmative Action Policy

Grand Valley State University is an affirmative action, equal opportunity institution. 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: Dean of Students Office 616.331.3585
 2. In person: Dean of Students Office, 202 STU or Inclusion and Equity Office 4000 JHZ
- *Bias Incident* - To report an incident of bias please visit <https://www.gvsu.edu/bias/> for more information.
 - *Discrimination/Harassment* - To report an incident of discrimination or harassment please visit <https://www.gvsu.edu/affirmative> for more information.
 - *Sexual Misconduct* - To report an incident of sexual misconduct please visit https://gvsutix-gme-advocate.symlicity.com/titleix_report/index.php/pid399830? 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 students 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/studentinsurance/health-insurance-2.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.

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 HIPPA.

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-3.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 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 Athletic Training Program Student admitted will be assigned an advisor from the Athletic Training 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 undergraduate program 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
6. Bring a print out of your MyPath

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. 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. Registrar Office <http://www.gvsu.edu/registrar/>
5. 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/>
 - 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.

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 514	Assessment and Evaluation	4
ATH 521	Athletic Training Clinical I	3
ATH 523	Methods of Evidence-Based Practice	3
ATH 525	Prehospital Care of the Injured Patient	4
ATH 506	Intervention and Referral	2
ATH 515	Assessment and Evaluation II	3
ATH 626	Athletic Training Clinical II	3
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).

Academic Honesty & Integrity

Students entering the MAT Program are expected to honor and uphold the principles of truth and honesty. 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 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.

- 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.

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 will be required to fulfill the immunizations and physical examination requirements to complete observation hours required in 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 of conduct 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](#).

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.

CITI-RCR 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 Fall of the first semester in the program. Students will complete modules in the areas of Human Subjects Research, Information Privacy & Security, and Responsible Conduct of Research.

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	

Authorship and Dissemination 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>

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 2018.

- 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, Blood Titers, and Tuberculosis Testing 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
- 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 the National Athletic Trainers Association = \$55 first year, \$75 annual after the first year or a yearly subscription to ATrack (\$45 annually)
- 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](#)".

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 and a self-addressed stamped return envelope to:
4. Dr. Shari Bartz-Smith 10807 North Campus Drive, 4400-A KHS, Allendale, MI 49401
5. Dr. Bartz-Smith will complete her portion of the form and deliver it to the Records Office.
6. 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

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.

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. [Note: an instructor, or the MAT faculty at-large, is afforded this option, at his/her discretion, and is not required to offer remediation].
2. A cumulative GPA less than 3.0 (B) upon completion of each semester.
3. Any student who is required to remediate a course.
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.

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.

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 will:

- Result in a notation in the athletic training student file.
 - Be reflected in the athletic training student's subsequent evaluation and clinical experience grade.
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
 - Expulsion 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 Movement Science Department;
 - 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 Movement Science Department, 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 Movement Science Department 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 Movement Science Department. 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 Removal 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 [University Student Code of Conduct](#).

Consideration of Removal from Program

Grounds for Removal from program:

1. Failure to complete a Bachelor degree by the end of the first 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. See section below on grounds for [automatic removal](#).

Removal 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.

Automatic Removal

1. A cumulative GPA less than 2.0 upon completion of any semester.
2. A cumulative GPA less than 3.0 for a second semester (does not have to be consecutive semesters).

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.

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 Movement Science and then the Dean of the College of Liberal Arts and Sciences. Refer to the University Catalog Student Academic Grievance Procedures for further details.

Enrollment Deferment

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 the faculty decline the deferment request, then the student will need to reapply for admittance.

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>)

Bloodborne Pathogen Policy

Scope and Application

This policy is intended to fulfill Grand Valley State University's obligation as an employer under the Michigan Occupational Safety and Health Administration's (MIOSHA) Bloodborne Infectious Disease Rules (R325.700-70018) as modified. These rules apply to employers having employees with occupational exposures to blood and other potentially infectious materials. This policy specifically addresses the requirements for the GVSU ATP as it relates to Bloodborne Pathogens (BBP).

Grand Valley State Bloodborne Pathogen Exposure Control Program Determination

Exposure Determination

MIOSHA Rules require an employer (GVSU) to perform an exposure determination whenever employees may be exposed to blood or other potentially infectious materials. This exposure is to be made without regard to the use of personal protective equipment (PPE) and it is understood that employees can be exposed even where they are wearing provided PPE.

Employee Exposure to Bloodborne Pathogen Determination

Category 1 (AKA Category "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 (AKA Category "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.

GVSU Athletic Trainer Classification - Covered Employees

For the purposes of this policy, faculty and Athletic Training Students receiving compensation for services provided from GVSU are considered covered employees.

Those employed by GVSU as ATP faculty, and those employed as Athletic Training Students are classified as category 1 employees for the purposes of complying with the Bloodborne Pathogens Standard and are covered by this policy.

GVSU Athletic Training Student Classification - Non-Covered Entities

Athletic Training Students do not receive compensation, therefore are not considered employees of the University and are not subject to worker compensation benefits. The Athletic Training Program is still committed to providing Athletic Training Students with the knowledge and skills to protect themselves from blood and other potentially infectious materials during classroom or other University sponsored. Consequently, these individuals are still required to follow the BBP policy.

Athletic Training Bloodborne Pathogens Program Responsible Parties

The Program Director of Athletic Training shall be responsible for the Administration of the Bloodborne Pathogen Policy for students enrolled in the Athletic Training Program at GVSU.

Each affiliated site will have someone who is designated as the Administrator of the Bloodborne Pathogen Policy. Students should become familiar with who this person is at each site as well as their location and contact information.

TITLE OFFICE

PHONE

Responsibilities of BBP Administrators

- The implementation of the BBP Exposure Control Plan.
- The administration and maintenance of the Bloodborne Infectious Disease Exposure Plan for all Athletic Training Students assigned to a site.
- Review the Exposure Control Plan, at least annually.
- Revise the Exposure Control Plan whenever new tasks or procedures are implemented or whenever existing tasks are modified.
- Provide documented training, at least annually, for all Athletic Training Students covered by the Exposure Control Plan.
- Maintain records related to all Athletic Training Student exposures to BBP and Post Exposure Evaluations. See Appendix B for Work Injury Report and Post Exposure Evaluation Forms.
- Ensure that all Athletic Training Students are provided with the same training and protection as Athletic Trainers covered by the Exposure Control Plan.
- Provide emergency phone numbers to all Athletic Trainers, including Athletic Training Students, involved in institution sponsored events.
- Contract with a licensed outside vendor for the disposal of medical waste and sharp objects.
- Coordinate with the GVSU Athletic Training Program Director regarding all incidents of exposure to students within the Athletic Training Program.
- Coordinate with the Public Safety Department in the event of an emergency at a GVSU sponsored event.

Bloodborne Pathogens Policy and Program Availability

A copy of the ATP BBP policy and Exposure Control Plan shall be available for review in the MAT Graduate Handbook. Each affiliated site will also have their individual BBP policy available to students enrolled in the ATP.

Bloodborne Pathogens Covered by This Policy

The MIOSHA Bloodborne Pathogens Standard is intended to protect employees from all diseases transmitted by blood and body fluids. The viruses of greatest concern at present are:

Hepatitis B

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 to 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

Hepatitis C (HCV) infection is the most common chronic bloodborne infection 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.

HIV

The 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 currently considered incurable. Exposure to tears or saliva, not contaminated with blood, and casual forms of contact have not been shown to transmit the virus.

Other Bloodborne Pathogens

Several additional infectious diseases are characterized by a phase in which the causative agents may circulate in blood for prolonged periods of time. These include: hepatitis non-A and non-B, delta hepatitis, syphilis, malaria,

babesiosis, brucellosis, leptospirosis, arboviral infections, relapsing fever, Creutzfeldt-Jakob disease, human T-lymphotropic virus Type I, and viral hemorrhagic fever. The risk of contracting these diseases through occupational diseases is very low, and with the exception of syphilis, strains of hepatitis and malaria, these diseases are considered rare in the United States.

Fluids Defined As Potentially Infective

Blood * Semen * Vaginal Secretions * Cerebrospinal Fluids * Synovial Fluids
Pleural Fluids * Pericardial Fluids * Peritoneal Fluids * Amniotic Fluids

Routes of Transmission

Typical routes of transmission for BBP include the following:

- Blood contact with mucous membranes (mouth, nose, or eye)
- Blood contact with pre-existing portals of entry (scratch, abrasion, or cut) • Similar contact with other potentially infectious materials
- Needle stick or other sharp object
- Saliva in dental procedures resulting from athletic activities • Any body fluid visibly contaminated with blood
- All body fluids in situations where it is difficult or impossible to differentiate between body fluids

Methods of Compliance

In order to effectively eliminate or minimize exposure to bloodborne pathogens at each site, a number of issues must be addressed. This plan addresses the following issues:

- Universal precautions
- Standard precautions,
- Engineering controls,
- Work practice controls,
- Personal protective equipment,
- Housekeeping procedures.

NOTE: These issues must be reviewed with employees during initial bloodborne pathogens related training and during the required annual refresher training.

Universal Precautions

NOTE: All deviations from Precautions are to be reported to the Program Director of Athletic Training Program.

- Barrier precautions shall be used to prevent any possible contact with blood or OPIM. Gloves shall be worn for touching blood and other body fluids, mucous membranes, nonintact skin, and for handling items or surfaces contaminated with blood or OPIM. Gloves shall be changed after each exposure. Masks, goggles/face shield/goggles must be worn during all activities that are likely to generate splashes of blood or other body fluids to mucous membranes, of the mouth, nose, and eyes. Gowns or other protective outerwear shall be worn during activities that are likely to cause splashes of blood or other body fluids. Mouthpieces and guards, resuscitation bags and pocket resuscitators, and other ventilation apparatus, where available, shall be used if the need for resuscitation arises.
- Hands and other skin surfaces shall be washed immediately after and thoroughly with an anti- microbial soap, or flush mucous membranes with water, if contaminated with blood or other body fluids. Hands shall be washed immediately after gloves are removed.
- Precautions and safer medical devices shall be used to prevent injuries caused by contaminated needles, and other sharp objects. Needles shall not be recapped, purposely bent or broken, by hand or removed from disposable syringes. Disposable syringes and needles, after they are used, and other contaminated sharp items, shall be placed in puncture-resistant containers that are located as close to the work area as possible.
- All areas used by the Athletic Training Program shall be kept in a clean and sanitary condition.
- Eating, drinking, applying cosmetics and lip balm, and handling of contact lenses are prohibited in the work area with potential for BBP exposure. Food and drink shall not be kept in refrigerators, freezers, shelves, cabinets, or workbenches where blood or OPIM are present or likely to be present.

- Athletic Training Students with open lesions or weeping dermatitis may be required to refrain from all direct exposure and from handling equipment until the condition resolves. The Program Director of Athletic Training Program or the Medical Director should be consulted whenever such a condition exists.
- Warning labels (orange-red with legend "biohazard") shall be affixed to containers of regulated waste, refrigerators, and freezers containing blood or OPIM. A red bag or container may be substituted for labels.
- All blood or OPIM spills shall be cleaned up promptly with a diluted 1:10 bleach/water solution or other effective decontaminant authorized by the institution. Dispose of small amounts of contaminated materials in the glove as it is removed, and discard all contaminated waste in a properly designated container for disposal (red bag in labeled container).
- If blood or OPIM are splashed on garments(s), remove the garment(s) as soon as possible and place in an appropriately designated area or container for storage, washing, decontamination or disposal.
- Any eye, mucous membrane, or non-intact skin blood/body fluid exposure shall be reported promptly to the BBP Administrator so investigation and necessary follow-up can be instituted according to the sites Exposure Control Plan for Bloodborne Pathogens.
- All employees at affiliated sites at risk of exposure, should be offered hepatitis B vaccinations at no cost from their institution of employment.

Universal Precautions do not apply to saliva, human breast milk, feces, nasal secretions, sputum, sweat, tears, urine, or vomit unless they contain visible blood. If it is difficult or impossible to if blood is present, all body fluids shall be assumed to be potentially infectious.

Standard Precautions

Standard Precautions will be practiced to prevent contact with blood or other potentially infectious materials to reduce the risk of occupational exposure. See discussion of the specific requirements in "Engineering Controls," "Safe Work Practices," and "Personal Protective Barriers."

Engineering Controls

One of the key aspects of an Exposure Control Plan is the use of Engineering Controls to eliminate or minimize exposure of people to bloodborne pathogens. Equipment such as sharps disposal containers, disposable needles, etc., should be used as appropriate. The BBP Administrator at each individual site shall be responsible for ensuring that all engineering controls are in place and effective for their intended use.

The Program Director of Athletic Training Program will review, as change necessitates, with the affiliated sites and clinical instructors, all tasks in which exposure to bloodborne pathogens might reasonably be anticipated. Reviews will be held more frequently where new procedures are implemented or where existing procedures are modified.

Work Practice Controls and Standard Operating Procedures

Work Practice Controls are used to help eliminate or minimize employee exposure to BBP. The Program Director of Athletic Training Program shall develop and implement standard operating procedure work practices consistent with Athletic Trainer exposure. All Athletic Trainers and students shall be trained in these work practices prior to the start of their Athletic Training work exposure and have refresher training at least annually. Where circumstances can be foreseen where recommended Standard Operating Procedures cannot be followed, the BBP Administrator shall prepare contingency plans for Athletic Training Student protection and shall insure that all Athletic Training Students are aware of such plans.

Personal Protective Equipment (PPE)

Personal protective equipment (PPE) is provided on the basis of an employee's required job tasks. It is the person's last line of defense against bloodborne pathogens.

All persons will be trained regarding the use of appropriate PPE for their job classifications and the tasks or procedures that they perform. Additional training will be provided, when necessary, such as change of job or task by an individual or the arrival of new persons in an area. The Exposure Control Officer will determine whether additional training is needed by comparing a person's previous job classification and tasks to those for any new job or function.

All PPE shall be inspected periodically by the user and repaired or replaced as needed to maintain its effectiveness, at no cost to the employee.

Reusable PPE is cleaned, laundered and decontaminated as needed, at no cost to the Athletic Training Student.

Equipment that cannot be decontaminated shall be disposed of in a safe manner.

All PPE shall be removed prior to leaving a work area and placed in an appropriate designated area or container for storage, washing, decontamination, or disposal.

This equipment includes, but is not limited to:

Gloves

- In the case of persons allergic to latex gloves, GVSU will provide hypoallergenic gloves or other alternatives as needed at no cost to the employee.
- Gloves shall be worn in the following circumstances:
 - Whenever the Athletic Trainer anticipates hand contact with potentially infectious materials in the course of performing Athletic Training related activities.
 - When handling or touching contaminated items or surfaces.
- Disposable gloves shall be replaced as soon as practical after contamination, or if they are torn, punctured, or otherwise lose the ability to function as an "exposure barrier".
- Utility gloves shall be decontaminated for reuse unless they crack, peel, tear, or exhibit other signs of deterioration, at which time they will be disposed of.

Face shields/masks/ safety glasses or goggles

- Face and eye protection (such as masks, goggles, face shields, etc.) shall be used whenever splashes or sprays may generate droplets of infectious materials can reasonably be expected to occur during the treatment of an injured person during an institutional sponsored event.
- Disposable face protection shall be disposed of in the manner and place specified for contaminated materials
- Non-disposable face and eye protection should be removed as soon as practicable and secured in a bio-hazard labeled container until such time as it can be decontaminated.

Bag-mask And Pocket Resuscitators

- All bag-mask and pocket resuscitation apparatus designated as reusable shall be thoroughly cleaned and disinfected between uses. At no time will any reusable respiratory apparatus be used for more than one person without being decontaminated.
- Disposable respiratory apparatus will be used once and disposed of in the manner described for contaminated materials.

Housekeeping

The BBP Administrator is responsible for insuring that all areas under their supervision are clean and decontaminated whenever the area or equipment is used and there is a reasonable suspicion that contamination has occurred.

All contaminated work surfaces will be cleaned after completion of procedures and immediately, or as soon as feasible, after any spill of blood or OPIM.

Decontamination will be performed using a 1:10 bleach/water solution or other products specified for blood and body fluid

Regulated Waste and Disposal

The BBP Administrator shall determine which outside vendor will be used to dispose of all regulated wastes. Regulated wastes will include liquid or semi-liquid blood, all contaminated sharps which will be disposed of immediately following use by the Athletic Training Student in a specified color-coded container, used dressings, disposable gloves, laundry or equipment which can no longer be used due to damage or contamination.

Laundry

All uniforms, sheets, towels, or other types of laundry contaminated with blood or other potentially infectious materials will be separated and placed in appropriately marked leak proof bags. The bags will not be sorted or laundered in the Athletic Training area. All Athletic Training Students shall be trained in the proper handling of contaminated laundry.

Standard precautions will be used when handling all laundry. Contaminated laundry is any laundry that may contain blood or other potentially infectious materials.

Contamination Spill Incidents

All Athletic Training Students will use individual judgment based on the universal precautions guidelines in determining when barriers are needed. In the event of an emergency involving blood or OPIM, the following procedures will be followed:

- Notify all persons in the area about the hazard and isolate the hazard.
- If possible, assign someone to monitor the site until cleanup is complete.
- If trained to do so, clean the spill up using a 1:10 solution of bleach/water or product designated for blood or body fluid. If this cannot be accomplished, the ATP- BBP should be notified.
- Dispose of blood or OPIM contaminated waste in an appropriately labeled container.
- Notify the BBP Administrator of the incident.

Exposure Control Plan

If the event an exposure incident occurs, the following procedures are to be followed (The following procedures are also recommended for other non-covered entities):

- Apply immediate first aid as necessary.
- Immediately notify the BBP Administrator of the exposure and provide all details including the necessity for cleanup and decontamination in the area of exposure.
- If the exposure has resulted in blood or OPIM contact with non-intact skin, eyes, or mucous membranes, seek medical evaluation by a health care professional with the assistance of the BBP Administrator.
 - Complete a Bloodborne Exposure Incident Report Form. See Appendix "B" and return to the BBP Administrator. The form should be taken to the medical evaluation at the time of the initial evaluation.
- Identify the source individual, and where possible, obtain consent for HIV and HBV blood testing of that individual, unless the source is known to have the virus.
- The exposed Athletic Training Student should be informed within 15 calendar days of the source blood test results and of applicable laws governing exposure of this information. Medical confidentiality must be maintained.
- The exposed Athletic Training Student is offered blood collection and/or testing and has the right to refuse either or both. However, if consent is given for the blood collection, but not for the HIV testing, the blood is kept for 90 days, during which time the employee can choose to have the sample tested.
- If indicated, post exposure prophylaxis is offered which may include immune globulin for HBV. The recommendations of an evaluating physician familiar with CDC guidelines on post exposure prophylaxis treatment for HIV are followed in the event of HIV exposure.
- A written opinion, by the evaluating health care professional, stating that the exposed Athletic Training Student has been informed of the results of the evaluation and about any exposure- related conditions that will need further evaluation and treatment is provided to the employee and included in their confidential medical record.

- If the exposed individual is a student enrolled in the Athletic Training Program the BBP Administrator will notify the Athletic Training Program Director regarding the exposure within 24 hours of being notified by the student.
- Confidential professional counseling is available through GVSU for Athletic Training Students requesting it.

Medical Recordkeeping

Medical records for each Athletic Training Student with occupational exposure shall be maintained in the Program Director of Athletic Training's office in accordance with MIOSHA Recordkeeping Rules. These records shall be kept confidential and not be disclosed without the Athletic Training Student's expressed written consent to any person within or outside the work place except as required by law.

Hepatitis B Vaccination

Even with adherence to all of our exposure prevention practices, exposure incidents can occur. GVSU shall make available, for a fee, the Hepatitis B vaccine and vaccination series to all Athletic Training Students who have occupational exposure, within before being admitted to the Athletic Training Program, and post-exposure evaluation and follow-up to all Athletic Training Students who have had an exposure incident within the course and scope of their educational duties.

The University shall ensure that all medical evaluations and procedures, including the Hepatitis B vaccine and vaccination series and post-exposure evaluation and follow-up shall be made available at no cost to the employee at a reasonable time and place; performed by or under the supervision of a licensed physician or by or under the supervision of another licensed health-care professional; provided according to recommendations of the U. S. Public Health Service then current; and laboratory tests shall be conducted by an accredited laboratory at no cost to the employee.

Vaccination Program

The vaccination program shall be offered to all employees who have occupational exposure to bloodborne pathogens within the course and scope of employment duties. The vaccination program consists of: 1) a series of three inoculations over a six-month period; 2) after an additional one month the individual is again tested to determine whether or not immunity to Hepatitis B has been successfully achieved; and 3) additional inoculation(s) necessary to confer immunity. In the absence of a protective attire, additional injection(s) of the vaccine are administered as necessary to produce such attire.

Each employee with occupational exposure shall be required to sign a form indicating desire to be or not to be immunized. Copies of the form shall be kept on file by the GVSU Human Resources Department.

Labels and Signs

A comprehensive biohazard warning labeling program will be maintained wherever indicated for protection of all people on the campus. The Exposure Control Officer will be responsible for this program.

The following items at the University will be labeled:

- Containers of regulated waste,
- Refrigerators/freezers containing blood or other potentially infectious materials,
- Sharps disposal containers,
- Other containers used to store, transport, or ship blood and other infectious materials,
- Laundry bags and containers from high risk areas and,
- Contaminated equipment.

On labels attached to contaminated equipment, an indication will be made as to what portions of the equipment are contaminated.

Information and Training

All employees and Athletic Training Students with occupational exposure must take part in a training program which includes the content set forth below.

Retraining will take place on at least an annual basis. Additional training will be provided when modification of tasks or procedures or institution of new tasks or procedures affects an employee's or athletic training students' occupational exposure.

The BBP Administrator is also responsible for training all Athletic Training Students who are assigned to their site with respect to bloodborne pathogen matters.

Training Topics

The topics covered in the training include but are not limited to:

- The Grand Valley State University Athletic Training Program Exposure Control Plan (and where an individual may view a copy),
- The Bloodborne Pathogens Standard,
- The epidemiology and symptoms of bloodborne diseases, D. The modes of transmission of bloodborne pathogens,
- Appropriate methods for recognizing tasks and other activities that may involve an exposure to blood and other potentially infectious materials,
- Engineering controls,
- Work practice controls,
- Personal protective equipment,
- Warning labels and signs,
- Information on the Hepatitis B Vaccine,
- Actions to take and persons to contact in an emergency involving blood or other potentially infectious materials,
- The procedures to follow if an exposure incident occurs, including incident reporting and,
- Information on the post-exposure evaluation and follow-up, including medical consultation, which the University will provide.

Training Methods

The University's training presentations make use of several training techniques, including, but not limited to, these:

- Classroom type atmosphere with personal instruction,
- Videotape programs,
- Training manuals/personal handouts, and
- Discussion between the athletic trainer and employees.

Recordkeeping

Training records will be maintained in the Program Director of Athletic Training Program's office and contain the following information:

- Dates of all training sessions,
- Contents/summary of the training sessions,
- Names and qualifications of the BBP program trainers, and
- Names and job titles of persons attending the training sessions.

Training records shall be available for examination and copying by employees and certain federal officials in accordance with MIOSHA Regulations. These records shall be maintained for at least 3 years from the date on which each training session occurred.

BBP Definitions

- **Athletic Trainer**: an individual employed by GVSU as an Athletic Trainer regardless of their position as a faculty member, staff member, employed student or employed graduate assistant.
- **Athletic Training Student**: an individual who has been formally admitted into the Athletic Training Program at GVSU.
- **Bloodborne Pathogen Administrator**: the person responsible for administering the bloodborne pathogens program.
- **Biologically Hazardous Conditions**: equipment, containers, rooms, materials, experimental animals, animals infected with HBV or HIV, or combinations thereof that contain, or are contaminated with blood or other potentially infectious materials.
- **Blood**: means any human blood, human blood components, and products made from human blood.
- **Bloodborne Pathogens**: pathogenic microorganisms that are present in human blood and can cause disease in humans. These pathogens include hepatitis B virus (HBV) and human immunodeficiency virus (HIV).
- **Contaminated**: the presence or reasonably anticipated presence of blood or other potentially infectious material on an item or surface.
- **Contaminated sharps**: any contaminated object that can penetrate the skin, including any of the following: needles, scalpels, broken glass, broken capillary tubes, exposed ends of dental wires.
- **Decontamination**: the removal of bloodborne pathogens.
- **Non-Intact Skin**: skin with dermatitis, hangnails, cuts, abrasions, chafing, acne, etc.
- **Occupational Exposure**: skin, eye, mucous membrane, or non-intact skin contact with blood or other potentially infectious material that may be reasonably anticipated from the performance of an employee's duties.
- **Other Potentially Infectious Material (OPIM)**: any body fluid that is visibly contaminated with blood, all body fluids where it is difficult or impossible to differentiate between body fluids; and any unfixed tissue or organ (other than intact skin) from a human being (living or dead).

Communicable Diseases

Working in healthcare individuals need to prevent the risk of disease transmission between (including but not limited to) athletic training students, patients, staff, faculty, and/or preceptors.

Athletic Training Students who have signs and symptoms of transmissible communicable/infectious disease must report promptly to an appropriate health care facility. Within 24 hours of the signs/symptoms, the student should notify the assigned Preceptor and/or Program Director. The Medical Director in conjunction with the Program Director may restrict students from their clinical site and approve return to their clinical experience.

Medical Director

Steven VanNoord, MD
Metro Health Hudsonville
3912 32nd Ave.
Hudsonville, MI 49426
616.252.8700

Communicable Disease Definition

A communicable disease is an infectious disease that is caused by organisms such as bacteria, viruses, parasites and fungi which can be spread, directly or indirectly, from one person to person or from animal/insect to a person. Transportation of disease can be spread by mouth, nose, throat and respiratory tract. Additionally, diseases can be transmitted by coughing, sneezing, and saliva or mucus on unwashed hands. Animal bites and Insect bites/stings also play a significant role in the transmission of disease. Sexually transmitted infections (STIs) such as HIV and viral hepatitis are spread through the exposure to infective bodily fluids such as blood, vaginal secretions, and semen.

There are more than 200 possible communicable/infectious diseases. The following is a list of signs and symptoms that may indicate you have a communicable disease (this is not an exhaustive list).

- Fever
- Diarrhea
- Fatigue
- Muscle Aches
- Coughing or sneezing
- Trouble breathing
- Rash or swelling

For more information regarding Communicable/Infectious Diseases please visit the following resources (this is not in place of seeking appropriate medical care):

[National Institute of Allergy and Infectious Diseases](#)

[World Health Organization](#)

[Center for Disease and Control](#)

[Mayo Clinic](#)

[American Public Health Association](#)

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 "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 are 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 reoccurrence 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 (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: _____

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



BOARD OF CERTIFICATION
FOR THE ATHLETIC TRAINER

BOC Standards of Professional Practice

Version 3.1 - Published October 2017
Implemented January 2018



Introduction ||

The *BOC Standards of Professional Practice* is 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 5 Athletic Trainer members and 1 Public member. The BOC Board of Directors approves the final document. The BOC Board of Directors includes 6 Athletic Trainer Directors, 1 Physician Director, 1 Public Director and 1 Corporate/Educational Director.

The BOC certifies Athletic Trainers (ATs) and identifies, for the public, quality healthcare professionals through a system of certification, adjudication, standards of practice and continuing competency programs. ATs are healthcare

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 5 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.

The BOC Standards of Professional Practice consists of 2 sections:

I. Practice Standards

II. Code of Professional Responsibility



I. Practice Standards ||

Preamble

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

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 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, www.bocatc.org.

Code

1

Patient Care Responsibilities

The Athletic Trainer or applicant:

- 1.1 Renders quality patient care regardless of the patient's age, gender, race, religion, disability, sexual orientation, or any other characteristic protected by law
- 1.2 Protects the patient from undue harm and acts always in the patient's best interests and is an advocate for the patient's welfare, including taking appropriate action to protect patients from healthcare 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

Code

2

Competency

The Athletic Trainer 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 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
- 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
- 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 by him/herself and/or by another Athletic Trainer that is related to the practice of athletic training
- 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 him/herself or by another Athletic Trainer that is related to athletic training
- 3.13 Cooperates with BOC investigations into alleged illegal or unethical activities. Cooperation includes, but is not limited to, providing candid, honest and timely responses to requests for information
- 3.14 Complies with all confidentiality and disclosure requirements of the BOC and existing law
- 3.15 Does not endorse or advertise products or services with the use of, or by reference to, the BOC name without proper authorization
- 3.16 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*.

Code

4

Research

The Athletic Trainer 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 healthcare delivery

Code

5

Social Responsibility

The Athletic Trainer 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 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 AT; 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 healthcare 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 healthcare professionals with certainty since 1969.

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

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



Appendix D: BOC Code of Ethics



10461 Mill Run Circle, Suite 1250 • Owings Mills, MD 21117
phone 877.776.2200 • *local* 410.581.6222 • *fax* 410.581.6228 • *online* www.bocusa.org

Code of Ethics

For BOC Certificants

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Code of Ethics

Introduction

The Board of Certification/Accreditation (BOC) is a voluntary, non-profit, professional credentialing organization that certifies qualified practitioners in the field of orthotics and prosthetics who have met the professional knowledge standards established by the BOC. Regardless of any other professional affiliation, the BOC Code of Ethics (Code) applies to those individuals seeking BOC certification (candidates), and all individuals certified by the BOC (certificants), including the following certificant groups: Orthotist, BOC-Certified™ (BOCO®); Prosthetist, BOC-Certified™ (BOCP®); Certified Orthotic Fitter™ (COF®); BOC Pedorthist™ (BOCPD™); Certified Mastectomy Fitter™ (CMF®); and, Certified Durable Medical Equipment Specialist™ (CDME™). The Code sets forth the minimal ethical standards of professional conduct for BOC certificants and candidates.

The Code is designed to provide both appropriate ethical practice guidelines and enforceable standards of conduct for all BOC certificants and candidates. The Code also serves as a professional resource for orthotic and prosthetic practitioners, as well as for those served by BOC certificants and candidates, in the case of a possible ethical violation.

Preamble/General Guidelines

Among other primary goals, the BOC is dedicated to the implementation of appropriate professional standards designed to serve patient welfare and the profession. As set forth in this Code of Ethics, BOC certificants and candidates are expected to protect patient interests, and to act in an appropriate manner, which promotes the integrity of, and reflects positively on, the practitioner, the BOC, and the profession, consistent with accepted moral, ethical, and legal standards.

Generally, a BOC certificant or candidate has the obligation to:

- treat all patients fairly and in a timely manner;
- provide quality services to patients, by utilizing all necessary professional resources in a technically appropriate and efficient manner, and by considering the cost-effectiveness of treatments;
- respect and promote the rights of patients by offering only professional services that he/she is qualified to perform, and by adequately informing patients about the nature of their conditions, the objectives of the proposed treatment, treatment alternatives, possible outcomes, and the risks involved;
- maintain the confidentiality and privacy of all patient information, unless: the information pertains to illegal activity; the patient expressly directs the release of specific information; or, a court or government agency lawfully directs the release of the information;
- avoid conduct which may cause a conflict with patient interests, and disclose to patients any circumstances that could be construed as a conflict of interest or an appearance of impropriety, or that could otherwise influence, interfere with, or compromise the exercise of independent professional judgment;
- engage in moral and ethical business practices, including accurate and truthful representations concerning professional information;
- be truthful with regard to research sources, findings, and related professional activities;
- maintain accurate and complete records;
- respect the intellectual property and contributions of others; and,
- further the professionalism of orthotic, prosthetic, and habilitative services.

Section A: Compliance with Laws, Policies, and Rules Relating to the Profession

1. The BOC certificant/candidate will be aware of, and comply with, all applicable federal, state, and local laws and regulations governing the profession. The BOC certificant/candidate will not knowingly participate in, or assist, any acts that are contrary to applicable professional laws and regulations. Lack of awareness or misunderstanding of these laws and regulations does not excuse inappropriate or unethical behavior.
2. The BOC certificant/candidate will be aware of, and comply with, all BOC rules, policies, and procedures, including rules concerning the appropriate use of BOC certification marks and the proper representation of BOC credentials. Lack of awareness or misunderstanding of a BOC rule, policy, or procedure does not excuse inappropriate or unethical behavior. The BOC certificant/candidate will not knowingly participate in, or assist, any acts that are contrary to BOC rules, policies, and procedures.
3. The BOC certificant/candidate will make all reasonable and appropriate efforts to promote compliance with, and awareness of, all applicable laws, regulations, and BOC rules and policies governing the profession.
4. The BOC certificant/candidate will make all reasonable and appropriate efforts to prevent violations of applicable laws, regulations, and BOC rules and policies governing the profession.
5. The BOC certificant/candidate will provide accurate and truthful information to BOC concerning all certification related eligibility information, and will submit valid application materials for fulfillment of current certification and recertification requirements.
6. The BOC certificant/candidate will maintain the security, and prevent the disclosure, of BOC certification examination information and materials.
7. The BOC certificant/candidate will report possible violations of this Code of Ethics to the appropriate BOC representative(s).
8. The BOC certificant/candidate will cooperate fully with the BOC concerning the review of possible ethics violations and the collection of related information.

Section B: Professional Practice

1. The BOC certificant/candidate will deliver competent services in a timely manner, and will provide quality patient care applying appropriate professional skill and competence.
2. The BOC certificant/candidate will recognize the limitations of his/her professional ability, and will only provide and deliver professional services for which he/she is qualified. The BOC certificant/candidate will be responsible for determining his/her own professional abilities based on his/her education, knowledge, competency, credentials, extent of practice experience in the field, and other relevant considerations.
3. The BOC certificant/candidate will adequately inform patients about the nature of their conditions, the objectives of proposed services, alternatives, possible outcomes, and the risks involved, and will discuss these concerns with each patient in sufficient detail.
4. The BOC certificant/candidate will use all health-related resources in a technically appropriate and efficient manner.
5. The BOC certificant/candidate will provide services based on patient needs and cost-effectiveness considerations, and will avoid unnecessary services. The BOC certificant/candidate will provide services that are both appropriate and necessary to the condition of the patient.

6. The BOC certificant/candidate will exercise diligence and thoroughness in providing patient services, and in making professional assessments and recommendations solely for the patient's benefit, free from any prejudiced or biased judgment. The BOC certificant/candidate who offers his/her services to the public will not decline a patient based on age, gender, race, color, sexual orientation, national origin, disability, religious affiliation, or any other basis that would constitute unlawful discrimination.
7. The BOC certificant/candidate will monitor each patient's physical condition in an appropriate manner, including any improvements or deterioration, and will review changes in condition with the patient.
8. Before providing orthotic or prosthetic devices to a patient that require a prescription, the BOC certificant/candidate will receive an appropriate order or prescription from a referring physician or other appropriately licensed and qualified health care professional. The BOC certificant/candidate understands that it is the sole responsibility of the referring physician or health care professional to determine that an orthosis or prosthesis is medically necessary.
9. Consistent with the prescription issued by the referring health care professional, the BOC certificant/candidate may recommend to the referring health care professional a specific orthotic or prosthetic device, design, modification, or service that would benefit the patient. When recommending a particular orthotic or prosthetic device or service, the BOC certificant/candidate will consider, and be sensitive to, the emotional, physical, economic, and social needs of the patient.
10. If changes in the patient's physical condition may justify modification or adjustment to the patient's orthotic/prosthetic device, the BOC certificant/candidate will report such changes in the patient's condition to the referring health care professional.
11. When it is determined that the BOC certificant/candidate is unable to provide competent professional services, he/she will inform the patient accordingly; and, will ensure careful transition of patient care by providing appropriate professional referrals and other appropriate assistance.
12. When the patient chooses to terminate services provided by a BOC certificant/candidate, the BOC certificant/candidate will cooperate with the patient concerning the release of medical information, consistent with directions and authorization provided by the patient or patient's legal guardian.
13. The BOC certificant/candidate will prepare and maintain all necessary, required, or otherwise appropriate records concerning his/her professional practice, including complete and accurate patient services records.
14. When appropriate, or when requested by the patient, the BOC certificant/candidate will consult with other qualified health care professionals.
15. The BOC certificant/candidate will not delegate the responsibility to provide professional services to an unqualified person. Where supervision is appropriate and necessary, the BOC certificant/candidate will not delegate responsibility for the provision of professional services without providing appropriate supervision.
16. The BOC certificant/candidate will not act in a manner that may compromise his/her clinical judgment or obligation to deal fairly with all patients. The BOC certificant/candidate will not allow medical or psychological conditions, personal issues, substance abuse, or other matters to interfere with his/her professional judgment or performance.
17. The BOC certificant/candidate will be truthful and accurate in all advertising and representations concerning qualifications, experience, competency, and performance of services, including representations related to professional status and/or areas of special competence. The BOC certificant/candidate will not make false or deceptive statements concerning clinical training, experience, competence, academic

training or degrees, certification or credentials, institutional or association affiliations, services, or fees for services.

18. The BOC certificant/candidate will not make false or misleading statements about, or guarantees concerning, any service or the efficacy of any prosthetic or orthotic device, orally or in writing.

Section C: Research and Professional Activities

1. The BOC certificant/candidate will be accurate and truthful, and otherwise act in an appropriate manner, with regard to research findings and related professional activities, and will make reasonable and diligent efforts to avoid any material misrepresentations.
2. The BOC certificant/candidate who participates or engages in a research project or study will obtain written, informed consent, as appropriate, from all involved parties.
3. The BOC certificant/candidate will maintain appropriate, accurate, and complete records with respect to patient consent, research findings, and related professional activities.
4. When preparing, developing, or presenting research information and materials, the BOC certificant/candidate will not copy or use, in substantially similar form, materials prepared by others without acknowledging the correct source and identifying the name of the author and/or publisher of such material.
5. The BOC certificant/candidate will respect and protect the intellectual property rights of others, and will otherwise recognize the professional contributions of others.

Section D: Conflict of Interest and Appearance of Impropriety

1. The BOC certificant/candidate will not engage in conduct that may cause an actual or perceived conflict between his/her own interests and the interests of his/her patient. The BOC certificant/candidate will avoid conduct that causes an appearance of impropriety.
2. The BOC certificant/candidate will act to protect the interests and welfare of the patient before his/her own interests, unless such action is in conflict with any legal, ethical, or professional obligation. The BOC certificant/candidate will not exploit professional relationships for personal gain.
3. The BOC certificant/candidate will disclose to patients any circumstance that could be construed as a conflict of interest or an appearance of impropriety, or that could otherwise influence or interfere with the exercise of professional judgment.
4. The BOC certificant/candidate will refrain from offering or accepting inappropriate payments, gifts, or other forms of compensation for personal gain, unless in conformity with applicable laws, regulations, and BOC rules and policies.
5. The BOC certificant/candidate will avoid conduct involving inappropriate, unlawful, or otherwise unethical monetary gain.

Section E: Compensation and Referral Disclosures

1. The BOC certificant/candidate will charge fair, reasonable, and appropriate fees for all professional services, and will provide third party payers with truthful and accurate information concerning such services.

2. The BOC certificant/candidate will charge fees that accurately reflect the services and treatment provided to the patient. When setting fees, the BOC certificant/candidate will consider: the length of time he/she has been practicing in this particular field; the amount of time necessary to perform the service; the nature of the patient's condition; his/her professional qualifications and experience; and, other relevant factors.
3. The BOC certificant/candidate will make all appropriate disclosures to patients and prospective patients regarding any benefit paid to others for recommending or referring his/her services.
4. The BOC certificant/candidate will make all appropriate disclosures to patients and prospective patients regarding any benefit received for recommending or referring the services of another individual.

Section F: Patient Confidentiality and Privacy

1. The BOC certificant/candidate will maintain and respect the confidentiality of all patient information obtained in the course of a professional relationship, unless: the information pertains to illegal activity; the patient or the patient's legal guardian expressly directs the release of specific information by providing prior, written consent; or, a court or government agency lawfully directs the release of the information.
2. The BOC certificant/candidate will respect and maintain the privacy of his/her patients.

Section G: Misconduct Prohibitions

1. The BOC certificant/candidate will not engage in any criminal misconduct.
2. The BOC certificant/candidate will not engage in any sexual, physical, romantic, or otherwise intimate conduct with a current patient, or with a former patient within two years following the termination of the patient relationship.
3. The BOC certificant/candidate will not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in professional activities.
4. The BOC certificant/candidate will not engage in unlawful discrimination in professional activities.
5. The BOC certificant/candidate will avoid any behavior clearly in violation of accepted moral, ethical, or legal standards that may compromise the integrity of, or reflect negatively on, the profession.

Appendix E: NATA Code of Ethics



NATA Code of Ethics

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

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

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

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

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

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

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

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

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

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

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

3. Members Shall Maintain and Promote High Standards in Their Provision of Services

3.1. Members shall not misrepresent, either directly or indirectly, their skills, training, professional credentials, identity, or services.

3.2. Members shall provide only those services for which they are qualified through education or experience and which are allowed by the applicable state athletic training practice acts and other applicable regulations for athletic trainers.

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

3.4. Members shall recognize the need for continuing education and participate in educational activities that enhance their skills and knowledge and shall complete such educational requirements necessary to continue to qualify as athletic trainers under the applicable state athletic training practice acts.

3.5. Members shall educate those whom they supervise in the practice of athletic training about the Code of Ethics and stress the importance of adherence.

3.6. Members who are researchers or educators must maintain and promote ethical conduct in research and educational activities.

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

4.1. Members should conduct themselves personally and professionally in a manner that does not compromise their professional responsibilities or the practice of athletic training.

4.2. All NATA members, whether current or past, shall not use the NATA logo or AT logo in the endorsement of products or services, or exploit their affiliation with the NATA in a manner that reflects badly upon the profession.

4.3. Members shall not place financial gain above the patient's well-being and shall not participate in any arrangement that exploits the patient.

4.4. Members shall not, through direct or indirect means, use information obtained in the course of the practice of athletic training to try and influence the score or outcome of an athletic event, or attempt to induce financial gain through gambling.

4.5. Members shall not provide or publish false or misleading information, photography, or any other communications in any media format, including on any social media platform, related to athletic training that negatively reflects the profession, other members of the NATA, NATA officers, and the NATA office.

Appendix F: 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 G: Bomb Threat Sheet

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 911
- Handle note as minimally as possible.

If a bomb threat is received by e-mail:

- Call 911
- 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

- 911

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



Homeland Security

2014

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
Female	Animal noises	Incoherent
Male	House noises	Message read
Accent	Kitchen noises	Taped message
Angry	Street noises	Irrational
Calm	Booth	Profane
Clearing throat	PA system	Well-spoken
Coughing	Conversation	
Cracking voice	Music	
Crying	Motor	
Deep	Clear	
Deep breathing	Static	
Disguised	Office machinery	
Distinct	Factory machinery	
Excited	Local	
Laughter	Long Distance	
Lisp		
Loud	Other Information:	
Nasal		
Normal		
Ragged		
Rapid		
Raspy		
Slow		
Slurred		
Soft		
Stutter		

Appendix H: MAT Athletic Training Student Handbook and University Personnel Acknowledgement



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

University Personnel - Athletic Training Student Handbook Approval

I, _____, the Legal Counsel representative for Grand Valley State
(print name)

University Athletic Training Program have read and reviewed all policies, statements and forms of the Master of Athletic Training Program Student Handbook. To the best of my knowledge this student handbook complies with current health care and University standards.

Lawyer Signature

Date

I, _____, the Graduate Council of Grand Valley
(print name)

University Athletic Training Program have read and reviewed all policies, statements and forms of the Master of Athletic Training Program Student Handbook. To the best of my knowledge this student handbook complies with current University standards.

Grad Council Signature

Date

I, _____, the Graduate School Dean of Grand Valley
(print name)

University Athletic Training Program have read and reviewed all policies, statements and forms of the Master of Athletic Training Program Student Handbook. To the best of my knowledge this student handbook complies with current University standards.

Grad Dean Signature

Date

I, _____, the College of Liberal Arts and Sciences Dean of Grand Valley
(print name)

University Athletic Training Program have read and reviewed all policies, statements and forms of the Master of Athletic Training Program Student Handbook. To the best of my knowledge this student handbook complies with current University standards.

CLAS Dean Signature

Date

I, _____, the Department of Movement Science Chair of Grand
(print name)

University Athletic Training Program have read and reviewed all policies, statements and forms of the Master of Athletic Training Program Student Handbook. To the best of my knowledge this student handbook complies with current University standards.

Department of Movement Science Chair Signature

Date

I, _____, the Athletic Training Program Director of Grand Valley
(print name)

University Athletic Training Program have read and reviewed all policies, statements and forms of the Master of Athletic Training Program Student Handbook. To the best of my knowledge this student handbook complies with current health care and University standards.

Athletic Training Program Director Signature

Date

I, _____, the Medical Director of Grand Valley State University
(print name)

University Athletic Training Program have read and reviewed all policies, statements and forms of the Master of Athletic Training Program Student Handbook. To the best of my knowledge this student handbook complies with current health care standards.

Medical Director Signature

Date