



STUDENT HANDBOOK

2022-2023

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**MARIETTA COLLEGE
ATHLETIC TRAINING PROGRAM**

STUDENT HANDBOOK PREFACE

This manual contains the policies and procedures to be followed by all students who wish to be accepted into, and graduate from, the CAATE-accredited Professional Athletic Training Program (ATP), housed within the Department of Athletic Training & Sports Medicine, at Marietta College. These procedures have been created and approved by the ATP faculty and staff and have been developed to assure a healthy and safe learning environment for athletic training students while providing a high standard of care for Marietta College athletes. Many of these rules, regulations, and guidelines are either NATA, BOC, and/or CAATE dictated.

While at Marietta, you will not merely learn the skills involved in Athletic Training, but you will be instructed in the code of professional conduct and ethics. Just as important as the technical skills you learn, is the manner in which you conduct yourself and display a good attitude. Failure to adhere to these standards may jeopardize your status in the Athletic Training Program.

As a member of the Marietta College Athletic Training Program, you will be expected to read and understand all information included in this manual, as well as thoroughly and strictly adhere to all policies and procedures contained herein. It is hoped that you will refer to this manual regularly to uphold your duties and responsibilities as an athletic training student at Marietta College.

MARIETTA COLLEGE

Marietta College has been providing an education in “the various branches of useful knowledge” since its chartering in 1835. The College is committed to providing a liberal arts education while preparing its students for graduate school and the world of work. The depth of the intellectual experience is evidenced by the Ohio chapter of Phi Beta Kappa, established at the College in 1860; it was the third chapter in Ohio and the 16th in the nation. As the only private liberal arts college in Southeast Ohio, Marietta College is uniquely positioned to serve the region as a cultural and intellectual center, while at the same time continuing its long tradition of educating students throughout the United States. Marietta College is accredited by the Higher Learning Commission.

COLLEGE MISSION

Marietta College provides a strong foundation for a lifetime of leadership, critical thinking, and problem solving. We achieve this mission by offering undergraduates a contemporary liberal arts education and graduate students an education grounded in advance knowledge and professional practice. Intellectual and creative excellence defines the Marietta experience.

STATEMENT OF NON-DISCRIMINATION

Marietta College is an equal opportunity educator and employer that values diversity. In our educational, admissions and employment policies, scholarship and loan programs, and athletic and other activities, Marietta College does not discriminate on the basis of age, race, color, national or ethnic origin, disability, sex, gender identity, gender expression, sexual orientation, religious affiliation, veteran status, or any other protected status.

Responsibility for coordination of compliance efforts and receipt of inquiries concerning Title VI of the Civil Rights Act of 1967, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990 (the latter related to employee concerns only) has been delegated to:

Vicki Ford
Senior HR Administrator
Marietta College
215 Fifth Street
Marietta, OH 45750
(740) 376-4725
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Responsibility for coordination of compliance efforts and receipt of inquiries concerning Title IX of the Education Amendments of 1972 has been delegated to:

Richard Danford
Title IX Coordinator
Marietta College
215 Fifth Street
Marietta, OH 45750
(740) 376-4899
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STATEMENT ON DIVERSITY AND INCLUSION

Marietta College embraces a shared commitment to diversity and inclusion, which supports our mission of providing a foundation for critical thinking, problem solving, and leadership. As a campus community, we promote practices, behaviors, and attitudes that are just and inclusive. Creating and sustaining a respectful and inclusive environment prepares our students to become citizens, leaders, and professionals in the 21st century’s global society. Our engagement with diversity fosters mutual understanding and reaches beyond tolerance to produce a transformative view of diversity as a positive value. Questions regarding the College’s approach to diversity may be directed to the Office for Diversity and Inclusion, located in Andrews Hall.

ATHLETIC TRAINING PROGRAM

The Sports Medicine major was first introduced in 1981 and was accredited by the National Athletic Trainers Association, and then the Commission on Accreditation of Allied Health Education Programs in 1984. It was the first sports medicine program in Ohio to receive accreditation and has maintained accreditation through the various accrediting agencies since its inception. In 2001, the Sports Medicine major became the Bachelor of Science in Athletic Training.

In May of 2015, the Strategic Alliance, composed of CAATE, Board of Certification (BOC), NATA, and the NATA Foundation announced the decision to change the entry-level Athletic Training degree requirement from a Bachelor to a Professional Master's degree. Because of this decision, all Athletic Training Programs must transition to a master's level or discontinue their program. The last year to admit students to an undergraduate athletic training program will be 2022. Because of the decision by the Strategic Alliance, the Athletic Training Program at Marietta College decided to transition to the master's level. Transitioning sooner rather than later was the goal to allow the College to get ahead of the curve and to carry on the tradition and reputation of the current undergraduate Athletic Training Program through the development of a strong master's program. The degree change from a bachelor to a master's in athletic training was approved by CAATE in the spring of 2020.

The Department of Athletic Training and Sports Medicine offers a 2-year Master of Athletic Training Program and upon successful completion of the Program, students graduate with a Master of Athletic Training degree. As a graduate of the CAATE-accredited program, students are eligible to sit for the Board of Certification Examination, which is required for certification and licensure. The first cohort of students began in June of 2021. The Program will undergo re-accreditation in 2025.

PROGRAM VISION

The Master of Athletic Training Program's vision is to become the premier provider of athletic training education in the tri-state region of Ohio, Pennsylvania, and West Virginia.

Measurement of this vision could be achieved by:

1. pass rate of BOC
2. percent of graduates who continue to advance the field of AT/Sports Medicine
3. depth and breadth of clinical opportunities and experience
4. mastery of skills

PROGRAM MISSION

The Master of Athletic Training Program's mission is to develop and prepare graduates who possess a strong foundation in athletic training skills, a desire for lifelong learning, community service, and a passion for advancing the field of athletic training.

GRADUATE STUDENT LEARNING OUTCOMES

1. Obtain a basis for disciplinary based decision-making utilizing evidence-based practices.
2. Develop the skills necessary for lifelong learning.
3. Emphasize and apply principles of interprofessionalism across practices.
4. Exhibit professionalism, integrity, and ethical standards in their respective fields.
5. Provide experiences to enhance awareness and understanding of global perspective and diversity.

MASTER OF ATHLETIC TRAINING PROGRAM STUDENT LEARNING OUTCOMES

1. Demonstrate knowledge of evidence-based clinical decision making and research in the field of athletic training
2. Demonstrate the ability to be able to collaborate with other health care professionals to increase patient-centered care

3. Be able to apply skills and knowledge from the 5 domains of athletic training; Injury and Illness Prevention and Wellness Promotion, Examination, Assessment, and Diagnosis, Immediate and Emergency Care, Therapeutic Interventions, Healthcare Administration and Professional Responsibility
4. Demonstrates advocacy and professional development in the field of athletic training
5. Pass the BOC exam on the first attempt

STAFF

The Athletic Training Program team at Marietta College shall consist of the Medical Director, Team Physician, the director of the Program, Coordinator of Clinical Education, Certified Athletic Trainers (ATCs), Clinical Preceptors, and Athletic Training Students (ATS). Definitions of each of these team members are listed below. A top-quality program requires total cooperation of the entire team.

In accordance with the law of the State of Ohio and the previously mentioned policy, the ATC's will work only with advice and supervision of the team physician and/or appropriate medical consult. The ATC's will in turn supervise and instruct ATS in their clinical duties and care of patients. Assigned members of the MAT/ATP team will administer first aid to the patient, administer therapeutic modalities with the advice of the team physician, direct and supervise the rehabilitation programs, and direct and supervise daily activities.

Definition of Terms:

Medical Director- The Medical Director, in coordination with the Program Director, will act as a resource and expert for the medical content of the ATP in both formal classroom and supervised clinical experiences.

Team Physician- The Team Physician will assist the athletic training program by providing medical coverage to all home football games, as well as being a primary referral source for all athletes. The team physician may assist the athletic training program by providing preseason physical exams to the athletes. The team physician will assist the athletic training program by performing in-services for the athletic training students, along with allowing the athletic training students to observe him/her during patient evaluations and surgeries.

Program Director- The Program Director will oversee the ATP to ensure the program is in compliance with the CAATE standards and guidelines for athletic training programs. The program director will ultimately be responsible for the initiation and implementation of departmental curriculum changes, along with short- and long-term planning.

Clinical Education Coordinator- The Clinical Coordinator will be the designated person to be responsible for visiting on and off campus clinical sites to ensure the clinical site is appropriate for the athletic training student's clinical education experience. The clinical coordinator will be responsible for following up with the Clinical Preceptors to ensure athletic training student evaluations and athletic training evaluations of the Clinical Preceptors and clinical site are being performed on a regular basis.

Certified Athletic Trainer (ATC) - The ATC will be present at all assigned athletic team practices and games. The ATC will perform initial injury evaluations and make the decision regarding injury management, treatment, and possible referral. The ATC's may also serve as clinical preceptors and will have additional supervising and evaluation roles with the athletic training student(s) as described below.

Clinical Preceptor – A BOC Certified Athletic Trainer or physician who are licensed and in good standing in their state of practice. Additionally, preceptors have completed the Marietta College preceptor training. A Clinical Preceptor is an educator who supervises and engages students in clinical education and evaluates students' clinical proficiencies and performance on a regular basis.

Athletic Training Student (ATS) - An Athletic Training Student (ATS) is enrolled in a CAATE-accredited professional athletic training program. The ATS may also be referred to as a "student."

TECHNICAL STANDARDS OF PERFORMANCE FOR STUDENTS

Marietta College Athletic Training Program students are expected to perform and be competent in many functions and tasks, which signify they are prepared for entry-level employment as an athletic trainer. In a professional role, ATs can provide medical services under the supervision of a Doctor of Medicine or Doctor of Osteopathy in accordance with the laws of medical practice within each state. The AT must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. They must have abilities and skills including observation, communication, motor, conceptual, integrative, quantitative, behavioral, and social. Technological compensation can be made for some handicaps in the above areas, but such a candidate should be able to perform in a reasonably independent manner. They must be able to integrate all information received by whatever sense(s) employed, consistently, quickly, and accurately, and they must have the intellectual ability to learn, integrate, analyze, and synthesize data.

Observation

A student must be able to observe in lecture, the laboratory setting and while examining patients. They must be able to differentiate normal versus pathological states. Observation necessitates the functional use of the sense of vision and tactile sensations (touch, pressure, temperature, vibration, etc.). It is enhanced by the functional use of the sense of smell, hearing, and equilibrium. Students must be able to integrate their observed findings into appropriate diagnostic and treatment plans.

Communication

Students must be able to communicate effectively in classroom settings by verbal, written, and electronic means. Students must be able to communicate effectively and sensitively with patients, their families, and members of the healthcare team. Students must be able to communicate effectively with patients from different social and cultural backgrounds, as well as develop effective professional rapport with patients and co-workers. Students must be able to record examination and diagnostics results clearly, accurately, and efficiently. Students must be able to communicate effectively in English with patients, family, and other healthcare professionals in a variety of settings.

Motor Skills

A student should have sufficient motor function to obtain information from patients by palpation, auscultation and percussion. They must possess sufficient postural and neuromuscular control and eye-to-hand coordination to utilize standard medical/surgical instruments to participate in basic clinical skills and procedures. A student should be able to execute motor movements reasonably required to provide general care and emergency treatment of patients. Such actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision. Students must maintain sufficient physical stamina to complete the rigorous course of didactic and clinical study. Long periods of sitting, standing, or moving are required in classroom, laboratory, and clinical settings.

Intellectual-Conceptual, Integrative and Quantitative Abilities

Students must be able to learn through a variety of modalities including, but not limited to, classroom instruction; small group, team and collaborative activities; individual study; preparation and presentation of reports; and use of electronic technology. Students must have the mental capacity to assimilate and learn a large amount of complex, technical and detailed information to formulate diagnostic and therapeutic plans. The student must possess

abilities of measurement, calculation, reasoning, analysis, and synthesis. Problem solving is a critical skill demanded of athletic trainers and requires all of these intellectual abilities. In addition, the student should be able to comprehend three dimensional relationships and to understand the spatial relationships of structures.

Behavioral and Social Attributes

The student must possess the emotional health and stability required to function effectively under stress. They must display flexibility to learning and be able to adapt to a sometimes rapidly changing environment. They must accept responsibility for learning, exercising good judgment and promptly completing all responsibilities during their academic training, as well as the responsibility attendant to the diagnosis and care of patients. They must understand the legal and ethical standards of the medical profession. Students must be able to work effectively, respectfully, and professionally as part of the educational and healthcare team, and to interact with instructors and peers, patients, patient families, and healthcare personnel in a courteous, professional, and respectful manner.

Professional Standards

The student must be able to understand both general and medical ethics. Students must possess attributes such as compassion, empathy, altruism, integrity, responsibility, and tolerance. Students must be able to recognize limitations in their knowledge, skills and abilities and to seek appropriate assistance from their preceptor. The student must consistently display honesty, integrity and respect for self and others. They must maintain confidentiality and be dedicated to serving their preceptors, patients, peers, AT faculty and staff, Marietta College faculty and staff, the community, and the AT profession at all times.

Graduate Functions and Tasks

Marietta College Athletic Training Program graduates will be competent in the functions and tasks necessary for entry into clinical AT practice. The graduate must function in various clinical settings including preventive, emergent, acute, chronic, and rehabilitative care. The graduate must be able to identify and critically analyze clinical problems while applying scientific methods to medical management. The functions and tasks of all Marietta College Athletic Training Program graduates are divided into five domains: injury and illness prevention and wellness promotion; examination, assessment, and diagnosis; immediate and emergency care; therapeutic intervention; and healthcare administration and professional responsibility.

Medical Knowledge

The graduate will demonstrate a thorough knowledge base of statistics, research design, epidemiology, pathophysiology, biomechanics and pathomechanics, exercise physiology, nutrition, human anatomy, pharmacology, public health, and health care delivery and payor systems.

Evaluation

The graduate will be able to perform accurate comprehensive and focused history and physical examinations for patients of any age and in any health care setting. They will be able to recognize and interpret pertinent factors from the history and physical exam findings and identify risk factors for medical conditions. The information obtained from history and physical exams will be logically organized and used to formulate differential diagnoses.

Diagnostics

The graduate will have knowledge of clinical indications for, risks/benefits of and alternative options for routine and other more specialized diagnostic studies/procedures. They will be able to initiate requests for appropriate laboratory and diagnostic studies and/or procedures and accurately interpret the results to make medical decisions/interventions. Graduates will be knowledgeable about the indications for preventive screening tests and recommendations.

Clinical Reasoning and Problem Solving

The graduate will be able to make informed decisions about diagnostic and therapeutic interventions based on patient information and preference, up-to-date scientific evidence, and clinical judgment. Graduates will be able to use evidence-based medicine and critical thinking skills to investigate, evaluate, and improve patient care in disease prevention and management. They will analytically approach clinical situations to develop differential diagnoses and ultimately, make a final diagnosis and an acute, chronic, longitudinal and/or rehabilitative management plans. They will utilize clinical judgment as to initiate management for medical emergencies.

Therapeutics

The graduate will understand the management of general medical and surgical conditions. They will be able to design and implement comprehensive treatment plans that include pharmacologic and other treatment modalities. They will have knowledge of pharmacology principles and pharmacotherapeutics to allow them to provide patient education about the indications, contraindications and potential side effects of pharmacologic agents prescribed in patient care. Graduates will have the ability to select appropriate pharmacologic therapy and dosing. They will have the ability to detect and refer substance abuse.

Technical Skills

The graduate will competently perform all medical and procedures considered essential for entry into clinical AT practice.

Interpersonal and Communication Skills

The graduate will demonstrate interpersonal and communication skills that enable them to establish and maintain professional relationships with patients, families, and other members of health care teams. Regarding patients, they will avoid personal stereotyping and biases to provide effective counseling, patient education and medical care to all patients regardless of age, gender, sexual orientation, culture, socioeconomic status or disability. They will work collaboratively with other members of the healthcare team to provide efficient and optimal patient care. They will understand the importance of the interprofessional healthcare team in providing effective patient care. They will concisely summarize patient data to effectively present patients to preceptors. They will be able to provide counseling and patient education regarding preventable conditions and lifestyle modifications. They will have the ability to document organized, concise, and complete medical notes.

Referral

The graduate will recognize their own limitations and the limitations of their practice setting. They will facilitate timely consults/referral of patients to their supervising physician. They will appropriately obtain consults and/or refer patients to specialty physicians, other interdisciplinary health care team members and/or social service agencies.

Professionalism

The graduate must consistently demonstrate intellectual honesty, integrity, respect for self and others, tolerance, empathy, fairness, confidentiality, and dedication to their supervising physician(s), other health care team members and patients. They will be committed to ethical principles and knowledge of current health care and legal issues such as; cultural and religious beliefs, informed consent, refusal process, etc. to ensure that best care practices are established. They will ensure that they are reliable, dependable and conscientious in their duties to deliver affordable and effective patient-centered healthcare. They will be committed to on-going professional development and excellence as they perform entry-level AT duties. They will be knowledgeable of the public health system and the role of providers in the prevention of disease and maintenance of population health. Graduates will demonstrate ethical principles

and implement best practices regarding patient safety, quality improvement, preventing medical errors and risk management. They will maintain factual, accurate and complete medical documentation of care regarding billing and coding. They will abide by all practice laws and regulations about AT certification, licensure, and professional practice.

PROGRAM DEFINED EXPECTATIONS

Overall Program Defined Expectations

1. Strictly adhere to all policies in the MAT Student Handbook.
2. Demonstrate moral and ethical behavior and show respect for self and others at all times.
3. Demonstrate honest, dependable, conscientious, and professional behavior at all times.
4. Maintain all required immunizations and major medical insurance throughout Program.
5. Comply with all HIPAA laws and universal compliance regarding patient care.
6. Display professional dress.
7. Earn a grade of "B-" or better in courses.
8. Complete the Program with an overall 2.75 GPA.
9. Complete all required Program evaluations.
10. Complete all required Program administered exams, quizzes, and assignments.
11. Reply within one business day to all Program related correspondence (i.e., phone calls, e-mails).
12. Take an active role in all educational experiences; be eager and excited to learn at all times.
13. Each student will meet with the Program Director and Clinical Education Coordinator at the end of each semester to discuss progress in didactic and clinical learning.

Program Defined Expectations for Didactic Learning

1. Attend all class and lab sessions.
2. Come to all classes prepared and ready to participate.
3. Earn a grade of "B-" or better in courses
4. Earn a "B-" or better on end of year exam and OSCE/practical exam
5. Complete the AT Milestones Self-Assessment in E-value and review it with assigned faculty advisor and/or preceptor during required semester meetings.
6. Complete E-Value tracking for all patients seen during clinical experiences, simulations, and standardized patient encounters.
7. Become BLS certified.
8. Critically search medical literature for information to complete a thesis.

Program Defined Expectations for the Clinical Learning

1. Be punctual and in attendance as instructed by each preceptor.
2. Promptly complete all hospital/facility paperwork requirements.
3. Demonstrate medical knowledge obtained during the didactic courses and enhance that knowledge during the clinical experience.
4. Display competency with technical skills during OSCEs.
5. Write five clinical vignette questions per rotation (as assigned) and be prepared to discuss.
6. Complete a case-based patient write up in PowerPoint to include history, palpation, differential diagnosis, assessment, treatment plan, and EBM evidence for a patient seen during clinical rotation (as assigned)
7. Orally present one case-based patient write-up during assigned day.

8. Complete E-Value tracking for all patients seen during clinical experiences, simulations, and standardized patient encounters.
9. Perform organized, complete and problem focused H&P's on patients across the lifespan with the ability to recognize normal from abnormal findings and formulate differential diagnoses.
10. Interpret history and physical exam findings to appropriately order and interpret diagnostic studies/procedures to aid in the process of diagnosis.
11. Utilize critical thinking skills to interpret all exam and test findings to narrow the differential and utilize clinical judgement to make final diagnosis.
12. Utilize evidence-based medicine to aid in patient care.
13. Design and implement patient centered treatment plans.
14. Demonstrate ability to provide clearly articulated and accurate patient education taking into consideration diversity factors that may impact healthcare or health related decisions such as socioeconomic, familial, cultural, psychological, environmental and spiritual factors.
15. Promote preventive care and educate patients to maintain healthy lifestyles.
16. Display competency in performing clinical skills necessary for entry into clinical practice.
17. Demonstrate interpersonal and communication skills to establish and maintain professional relationships with patients, families and members of the health care team.
18. Demonstrate knowledge of various health insurance and professional laws.
19. Recognize limitations of knowledge and ability to obtain appropriate consults and/or patient referrals.
20. Provide objective and appropriate care to all patients, avoiding any personal stereotyping and/or biases.
21. Perform organized, concise yet thorough oral patient presentations to preceptors.
22. Logically and thoroughly document patient encounters in written or typed forms.
23. Demonstrate understanding of coding and billing to include ICD-10 and CPT codes.
24. Earn a minimum score of 70% on the Summative exam.
25. Complete preceptor and site evaluation at the conclusion of each rotation.
26. Complete an exit interview with the Program Director prior to graduation.

CURRICULUM

Medical education requires that the accumulation of scientific knowledge be accompanied by the simultaneous acquisition and competency of skills and professional attitudes and behavior. It is in the care of the patients that the athletic trainer learns the application of scientific knowledge and skills. It is impossible to consider changes in medical education without considering their impact on patients who are an integral part of the educational process. The faculty has immediate responsibilities to students and patients and ultimately responsibilities to society to graduate the best possible athletic trainers. As a member of this Program, students are expected to contribute their talents, learning abilities and energy to foster a professional learning and working environment for themselves, their classmates, and the AT faculty.

Graduation from the Program certifies that the individual has acquired competencies over a broad knowledge base and skills essential for practice as an athletic trainer. Students must possess the physical and mental potential for becoming generally trained athletic trainers. This involves a strong foundation of knowledge in all the major disciplines of the biological and behavioral sciences. Including, but not limited to, statistics, research design, epidemiology, pathophysiology, biomechanics and pathomechanics, exercise physiology, nutrition, human anatomy, pharmacology, public health, and health care delivery and payor systems. These must be taught in sufficient depth and breadth to ensure that there is a fundamental knowledge base for ongoing continuing medical education.

The curriculum requires the study of both mental and physical disease, as well as preventive medicine and the socioeconomic aspects of health and disease, in both well and ill persons and groups. Small group and case-based learning are used throughout the Program curriculum as a means of fostering attitudes and skills essential to critical thinking and life-long learning.

It is a responsibility of the Clinical Coordinator to ensure that each student is provided with an opportunity to observe and to participate in the expert care of varied patient populations and health conditions commonly seen in athletic training practice. Students will participate in a minimum of 4 clinical rotations throughout the program, one of which must be an immersive clinical experience lasting a minimum of 4 weeks.

Certification as an athletic trainer signifies that the AT is prepared for entry-level practice. Therefore, graduates must have the knowledge, skills, and ability to function in a broad variety of clinical situations and to render a wide spectrum of patient care. The continued competence of the AT in future years will require every student to utilize the fundamentals of both basic medical sciences and clinical knowledge so that they will be able to evaluate and understand current literature and advances in basic medical sciences, including their application to clinical medicine.

MARIETTA COLLEGE ATHLETIC TRAINING PROGRAM COURSE SEQUENCE

| Summer I | | |
|----------------------|--|---------------------------|
| PASP 501 | Gross Anatomy | 6 credits |
| ATTR 510 | Intro to Clinical Education | 3 credits |
| ATTR 511 | Foundations of Athletic Training | 2 credits |
| Total | | 11 credit hours |
| Fall I | | |
| ATTR 512 | Orthopedic Assessment I | 2 credits |
| ATTR 515 | Clinical Experience I | 3 credits |
| PASP 508 | Advanced Pharmacology I | 3 credits |
| ATTR 521 | Therapeutic Interventions I | 3 credits |
| Total | | 11 credit hours |
| Spring I | | |
| ATTR 530 | General Medical Assessment | 3 credits |
| ATTR 621 | Orthopedic Assessment & Therapeutic Interventions II | 4 credits |
| ATTR 525 | Clinical Experience II | 3 credits |
| PSYC 650 | Psychopathology | 3 credits |
| PASP 509 | Pharmacology II | 3 credits |
| Total | | 16 credit hours |
| Summer II | | |
| ATTR 590 | Research & Design I | 3 credits |
| ATTR 605 | Fundamentals of Strength & Conditioning | 3 credits |
| ATTR 680 | Topics Course: Study Abroad (optional) | 3 credits |
| Total | | 6-9 credit hours |
| Fall II | | |
| ATTR 690 | Research & Design II | 1 credit |
| ATTR 615 | Clinical Experience III | 3 credits |
| ATTR 610 | Organization & Administration in Athletic Training | 3 credits |
| Total | | 7 credit hours |
| Spring II | | |
| ATTR 691 | Research & Design III | 1 credit |
| ATTR 625 | Clinical Experience IV | 3 credits |
| ATTR 620 | Athletic Training Seminar | 2 credits |
| ATTR 650 | Advanced Therapeutic Interventions | 1 credit |
| Total | | 7 credit hours |
| Program Total | | 55-58 credit hours |

The Program reserves the right to change curriculum offerings and sequence

MASTER OF ATHLETIC TRAINING COURSE DESCRIPTIONS

PASP 501 Gross Anatomy 6 hrs

Human Gross Anatomy (PASP 501) is a complete regional study of human structure and function as they relate to clinical topics. The course will include lectures, a human cadaver dissection, examination of radiographs, and case study presentations. Microanatomy and embryology will be presented when necessary in order to increase the understanding of adult gross anatomy. Basic radiological concepts will be introduced and correlated with the anatomical structures of each body region. Clinical topics will be presented within the lectures and related to the normal structure and function of the body.

ATTR 510 Intro to Clinical Education 3 hrs

This course is designed to introduce students to clinical education. Topics included in this course: sports emergency care, oxygen administration, CPR/AED use, respiratory conditions, Spine boarding, first aid, emergency injuries to the spine, and concussions. Students will be able to care for medical emergencies upon successful completion of this course. Students will also be able to gain certification in Red Cross Basic Life Support. This course will be a combination of a lecture and a lab.

ATTR 511 Foundations of Athletic Training 2 hrs

This course provides an introduction to the profession of athletic training, as well as an overview of essential principles of athletic training. Emphasis will be on the history of the profession, career opportunities and job settings; recognition, prevention, and care of athletic injuries; pre-participation physical exams, emergency preparation and procedures, environmental illnesses, tissue healing; proper selection, care, and use of protective equipment, taping, wrapping, bracing procedures. This course is designed for the graduate athletic training student.

ATTR 512 Orthopedic Assessment I 2 hrs

This course is a lecture/lab course designed to introduce students to orthopedic examination, diagnosis, and referral of orthopedic injuries to the lower extremity and lumbar spine. This course will focus on teaching students how to perform a complete orthopedic examination and develop a proper diagnosis based on the exam. Instruction will include taking a patient's history, inspecting the area, palpation of anatomical landmarks, measuring range of motion, proper performance and interpretation of ligamentous, nervous, and special tests. Focus will also include postural assessments of the lower extremity and incorporation of patient-centered care. Students will be evaluated through examinations and clinical practical tests.

Prerequisite: Completion of PASP 501

ATTR 515 Clinical Experience I 3 hrs

This rotation will be the first clinical experience for the Athletic Training Student. Students will be assigned to an Athletic Training clinical preceptor at Marietta College or at affiliated sites in the Marietta Community. Students can expect to spend around twelve weeks with this rotation.

PASP 508 Advanced Pharmacology I 3 hrs

This course constitutes a broad survey of the general principles of pharmacology including drugs and their application in clinical medicine. The primary objective of the course is to lay a foundation on which sound knowledge of medical therapeutics is built. Pharmacology is presented from the standpoint of action and uses of drugs in diagnosis, prevention, and treatment of human disease, or in the prevention of pregnancy. Pharmacological data per se are valueless unless the student is able to apply this information in the practice of medicine. Although pharmacology is a basic medical science in its own right, it borrows freely from, and contributes generously to, the subject matters and techniques of many medical disciplines, clinical as well as preclinical. Therefore, the correlation of pharmacological information with medicine is essential for a proper presentation of pharmacology to students. During this course, lectures and presentations will emphasize basic principles of drug action and include specific

information concerning classical and prototype drugs and especially drugs employed in clinical medicine. The physiological basis and clinical characteristics of disease states receptive to drug therapy are discussed where appropriate and feasible. Special attention will be devoted to the mechanisms of drug action, fate of drugs in the body, drug interactions, and untoward effects of drugs. Lesser emphasis is placed upon relatively unproven agents, except where these agents present unique characteristics. Likewise, the chemistry of therapeutic agents, preparations available, pharmaceutical arithmetic, doses, and other 'clinical' topics better covered in other sources, e.g. Physicians' Desk Reference, will not be discussed to any extent in this course.

ATTR 521 Therapeutic Interventions I 3 hrs

This course will cover aspects of the broad field of therapeutic exercise & rehabilitation techniques for the lower extremity. Instruction covers various protocols for therapeutic rehabilitation following injury, surgery, or disease. The purpose of this course is to teach students about the orthopedic rehabilitation following injury, illness, or disease. Material will focus on the rehabilitation team, performing initial rehabilitation assessments, taking objective measurements to determine deficits in strength, range of motion, and flexibility, designing rehabilitation protocols, adjusting those protocols, and learning indications, contraindications, precautions, and adverse effects of therapeutic techniques. This course will also focus on documentation and legal issues surrounding clinicians and patients in the rehabilitation setting. The course will include a brief overview of Biomechanics including gait and posture evaluation.

ATTR 530 General Medical Assessment 3 hrs

This course is designed to enable the student to learn advanced assessment techniques and skills involving the ears, eyes, nose, and throat, along with assessment of the cardiovascular and respiratory systems and abdominal viscera.

ATTR 621 Orthopedic Assessment & Therapeutic Interventions II 4 hrs

This course is a lecture/lab course. This course is designed as a continuation of Orthopedic Assessment I and Therapeutic Interventions I where orthopedic examination, diagnosis, therapeutic interventions, and referral of orthopedic injuries will be introduced. This course will focus on teaching students how to perform a complete orthopedic examination and develop a proper diagnosis based on the exam. Instruction will include taking a patient's history, inspecting the area, palpation of anatomical landmarks, measuring range of motion, proper performance and interpretation of ligamentous, nervous, special tests, as well as various protocols for therapeutic rehabilitation following injury, surgery, or disease. Focus will also include postural and functional assessments and incorporation of patient-centered care. Students will be evaluated through examinations and clinical practical exams.

ATTR 525 Clinical Experience II 3 hrs

This rotation will be the second clinical experience for the Athletic Training Student. Students will be assigned to an Athletic Training clinical preceptors at Marietta College or at affiliated sites in the Marietta Community. Students can expect to spend around twelve weeks with this rotation.

PASP 509 Pharmacology II

This is a Spring course that provides the student a broad survey of the general principles of pharmacology including drugs and their application in clinical medicine through classroom lecture, case analysis, debate, independent/library/internet research, problem solving, practice/drills, group discussions and reading assignments. The goal of the course is to prepare prospective practitioners for the safe and appropriate application of pharmacological patient care through a study of pharmacotherapeutic agents and dosage, mechanisms of action, and intended outcomes

PSYC 650 Psychopathology 3 hrs

This course is designed to provide students with an advanced understanding of psychopathology, the empirical study of psychological disorders. In addition to developing an in-depth understanding of the etiological and sustaining factors contributing to abnormal behavior, it is the desire of the instructor that this course will facilitate the maturing of a critical approach to these and related matters. During this course discussion will also focus on the assessment of various disorders, as well as important psychometric issues (i.e. reliability and validity) of assessment instruments.

ATTR 590 Research & Design I 3 hrs

This course is designed to introduce first year Master's level students to the research process. This course will introduce students to research design and dissemination, research ethics, PICO question formatting, literature searching, literature appraisal, and research methods. This course will require the use of library resources. This course is designed specifically for Masters level Athletic Training majors.

ATTR 605 Fundamentals Strength & Conditioning 3 hrs

This course is designed to provide students with knowledge and practical experience in the design and implementation of a strength and conditioning program. The focus of this course is to introduce the concepts of program design, movement assessment and performance evaluation, performance preparation, periodization, resistance and metabolic training, training differentiation and modification, agility, speed, energy system development, recovery and regeneration, nutritional programming, and the art of coaching.

ATTR 680 Topics Course: Study Abroad (Optional) 3 hrs

This course will allow students to learn different medical techniques and cultural differences in the United States and other countries. It will also allow students to gain hands-on practical experience in Australia. This course is linked to a study abroad trip. The class will leave in the summer. Students will participate in class work online as well as some lectures in country. Students may also be able to gain practical hours working with different clinics, teams, or hospitals. Additional costs besides tuition will be needed to pay for the trip.

ATTR 690 Research & Design II 1 hr

This course is a continuum of the Athletic Training Research and Design series. It is designed to teach students how to implement an original research methods and collect data. In this course students will be required to implement the methods they developed in Research and Design I. In addition, this course will teach students how to write a Critically Appraised Topic paper. In this course students will gain experience with the publication process through submission of the critically appraised topic paper to a journal for publication. This course will require the use of library resources, clinical laboratory tools, and clinical supplies. Prerequisite: Completion of ATTR 590 with grade of B or higher

ATTR 615 Clinical Experience III 3 hrs

This rotation will be the third clinical experience for the Athletic Training Student. Students will be assigned to Athletic Training clinical preceptors at affiliated sites. Students can expect to spend around fourteen weeks with this rotation

ATTR 610 Organization & Administration in Athletic Training 3 hrs

This course will focus on the organization and administration of athletic training programs (i.e., State regulation, program management, budgeting, insurance, facility planning, ethics, legal issues, and pre-season physicals).

ATTR 691 Research & Design III 1 hr

This course is the culmination of the Research & Design series and is designed to teach students how to effectively discuss research findings and limitations as well as develop

conclusions based on findings. Students will be required to compose the discussion of results, conclusion, limitations, and future research sections of their original research study. In addition, students will learn how to conduct professional research. They will be required to analyze EMR and calculate number needed to treat, number need to harm, and number needed to benefit, injury risk, injury rate, injury incidence and prevalence ratio. Students will be required to collect and analyze outcomes relative to their clinical assignment and address findings. This course will require the use of library resources, utilization of clinical sports assignment, and utilization of clinical supplies. This course is designed specifically for Master's level Athletic Training majors. Prerequisite: Completion of ATTR 590 and ATTR 690 with grade of B or higher

ATTR 625 Clinical Experience IV 3 hrs

This rotation will be the fourth clinical experience for the Athletic Training Student and will be the immersive clinical experience. Students will be assigned to Athletic Training clinical preceptors at affiliated sites for Marietta College. Students can expect to spend around four weeks with this rotation.

ATTR 620 AT Seminar 2 hrs

The course is designed as a culminating experience that presents an overview of current trends and topics necessary for students to understand in order to enter the field of Athletic Training. Course content will be driven by changing concepts in the field of Athletic Training and related fields. This course will include preparation for BOC exam, developing a resume and cover letter, interview skill building, inter-professional collaborations, and more.

ATTR 650 Advanced Therapeutic Interventions 1 hr

This one credit course is designed as a continuation of therapeutic interventions I and II and will be a lecture/lab format. Students will further their knowledge and skills in therapeutic interventions. Therapeutic interventions are being developed and adjusted based on the data and science that continue to evolve. Interventions may include positional or active release, Graston, Dry Needling, and Blood Flow Restriction Training. Due to outside presenters, this course may be at various times or on the weekend pending availability.

COLLEGE STUDENT SUPPORT SERVICES

It is important that all students achieve their potential and to this end, the College provides the following support services to all Marietta College students.

The Legacy Library

Website: <http://library.marietta.edu/>

Athletic Training specific resources: <https://library.marietta.edu/ATTR>

Phone: Reference Desk: 740-376-4543, Circulation Desk: 740-376-4757

Hours: Posted on website

The Legacy Library opened for services as Marietta College's new library building in Spring 2009. The 53,000 square foot facility is located at the center of campus. On its main floor the Legacy Library features an Information Commons for technologically intensive research. This area combines a traditional reference desk staffed to provide research assistance with numerous Internet workstations. Additionally, the building offers other useful features, including a cybercafé operated by the College's dining services and accessible to students 24 hours per day during the Fall and Spring terms; wireless Internet access throughout the building; generous space for Special Collections research and storage of materials; a hands-on computer classroom for library instruction; varied and comfortable spaces for student study, including several group study and media viewing rooms; a Center for Teaching Excellence, with an experimental classroom and a program of support for instructional technology; and compact, moveable shelving to maximize space for other functions.

An integrated, multi-function library management system enhances the capabilities of users to search for materials in the library's collections and includes an automated circulation system, as well as serials check-in and electronic ordering modules. As a member of OhioLINK, a statewide consortium of 90 Ohio college and university libraries and the State Library of Ohio, the Library provides access to 47.6 million books and other library materials, millions of electronic articles, 12,000 electronic journals, over 100 electronic research databases, 40,000 e-books, thousands of images, videos and sounds, and 17,500 theses and dissertations from Ohio students. Students and faculty, using the patron-initiated, online borrowing feature, can request books directly from other OhioLINK libraries.

The Legacy Library's print collections include over 245,000 print volumes, including General Collection books, Bound Periodicals, and Special Collections books. Audio-visual holdings include more than 2700 audio CDs and 2200 videos. As a designated government document depository the Library also receives selected documents of the United States Government and the State of Ohio.

Marietta College is a charter member of OHIONET, a cooperative serving Ohio libraries, and of OCLC Inc., a national computerized electronic network organized in 1967 and located in Columbus, Ohio, which links together over 60,000 academia, public, and special libraries and library systems worldwide.

The Academic Resource Center (Arc)

Website: <http://www.marietta.edu/arc-about>

Location: Andrews Hall - Third floor

Phone: 740-376-4700

Hours: Monday – Friday 8:30 am – 4:30 pm

The primary mission of the Academic Resource Center (ARC) is to provide resources and services to assist all Marietta College students in the acquisition of information and development of skills to achieve their academic potential. In addition to the individualized services for students, ARC resources are available to all members of the campus community. The ARC also coordinates

campus services for students with disabilities. (See Services for Students with Disabilities section below).

Services offered by the ARC include, but are not limited to:

- Individualized academic support learning style and study strategy assessment
- Study strategy development
- Academic success plan development
- Time management development
- Early alert and intervention system for students having academic difficulty
- Workshops on various academic development topics
- Free individual, small group, and drop-in peer tutoring provided for most classes
- Services for students with disabilities including classroom accommodations and ongoing support
- Access to computers, printers, scanners, and assistive technology, including the Kurzweil 3000 Scan/Read System, the Dragon Naturally Speaking Voice Dictation Software, Math Talk, and Scientific Notebook
- Quiet study area
- Academic and personal development workshops
- Resource library of materials and tutorials on general study strategies, time management, learning disabilities and more
- Referrals to other campus resources and outside agencies as needed

The Campus Writing Center

Website: <http://www.marietta.edu/arc-about>

Thomas Hall - Room 221

All writers, regardless of their ability, can benefit from the process of peer review. The Writing Center at Marietta College provides a collaborative, supportive, and instructional environment where writers work closely with peer Writing Consultants to strengthen their writing. We strongly believe that the process of peer collaboration plays a key role in fostering growth and understanding in the writer, not just in the paper.

The Center is a place of learning and is open to all writers across the college community who desire to improve their writing confidence and self-editing skills. Writers seeking help with the brainstorming, researching, drafting, or revising stages of their papers are welcome. The Writing Center is in Thomas Hall 221, and some support for writers is also available in the Academic Resource Center on the third floor of Andrews Hall (Fall semester only) and Legacy Library Room 219 (both Spring and Fall semesters).

Services For Students with Disabilities

Marietta College complies with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, as amended, regarding non-discrimination against persons with disabilities. The College seeks to offer support to all students and strives to make reasonable accommodations for individuals with documented disabilities. All campus services for students with disabilities are coordinated through the College's Academic Resource Center, located in Andrews Hall.

Responsibility for coordination of compliance efforts and receipt of inquiries concerning Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 (the latter related to student concerns only) has been delegated to:

Kristin English
 Disabilities Specialist/504 Coordinator
 Marietta College
 215 Fifth Street
 Marietta, OH 45750

(740) 376-4467
thomask@marietta.edu

The Career Center

Website: <http://www.marietta.edu/career-center>

Location: Upper Level, Gilman Center

Phone: 740-376-4645

The Career Center at Marietta College is staffed by professionals who prepare students for successful futures by providing career advising; access to experiential education; state-of-the-art job search and graduate school resources and programs; and the necessary tools to transition from Marietta College to the “world of work”. Students are encouraged to visit the Center for individual advising, and they can take advantage of the variety of career workshops and events offered throughout the year.

Marietta College Police Department

Website: <http://www.marietta.edu/college-police-department>

Location: 7th and Butler Streets; next to The Gathering Place

Phone: 740-376-3333 or directly from on-campus phone by dialing 3333

The Marietta College Police Department is a 24/7 full-service police agency responsible for the safety and security of the Marietta College campus community and all investigations on campus, enforcement of criminal laws, college policy and the issuance of timely warnings to the campus community. The Police Officers are fully certified under Ohio Revised Code section 1713.50 and have all the powers of any police officer in the State of Ohio. Many college police officers are certified Emergency Medical Responders and can provide students or staff members with stabilizing emergency care while they await the arrival of an ambulance. The department also works closely with other local, state and federal law enforcement agencies. The department is comprised of full time and part time Police Officers and an Administrative Investigator who handles all investigations, oversees student dispatchers and the parking permit program. In addition, the department also employs student workers who assist with dispatch, building open/closing/escorts, parking enforcement and crowd control for special events. The MCPD issues parking permits for on campus parking and is responsible for the enforcement of parking regulations. MCPD will also assist motorist with vehicle unlocks, jump-starts or changing a tire. Marietta College Police Officers also provide evening campus escorts to or from academic buildings, vehicle, or resident halls (a 15-minute advance notification call is appreciated, if using this service).

Office Of Student Financial Services

Website: <http://www.marietta.edu/tuition-financial-aid>

Location: Main floor Irvine building

Phone: 1-800-331-2709

The majority of PA students rely on federal loans to pay for their education. A loan is a form of financial aid that must be repaid, with interest. Students are encouraged to visit Federal Student Aid <https://studentaid.ed.gov/sa/> and the following web sites to learn more about the different types of loans available through Marietta College.

- Federal Direct Unsubsidized Stafford Loan
<https://studentaid.ed.gov/sa/types/loans/subsidized-unsubsidized>
This is a federal student loan with no interest subsidy. Demonstration of financial need is not required to receive this loan. As with the Subsidized Stafford Loan, loans are processed directly between the College and the federal lender.
- Graduate PLUS loan <https://studentaid.ed.gov/sa/types/loans/plus>
PLUS stands for Parent Loan for Undergraduate Students. This is a federal loan that a creditworthy parent of a dependent student may borrow. It does not have an interest

subsidy and repayment starts within 60 days after the loan is fully disbursed.

Alternative/Supplemental Loans are another option for students. A creditworthy co-signer is usually required unless the student has an acceptable credit history. As a student loan, they are deferrable but do not have an interest subsidy.

Students should complete their FASFA, compare the different loan options and work with the Marietta College Office of Student Financial Services early to ensure the funding for their education is secured.

Information Technology (It)

Website <http://www.marietta.edu/technology>

Phone: Help Desk 740-376-4860

The Office of Information Technology (IT) keeps Marietta College in step with the latest computer and wiring systems, helping the College to maintain an academic atmosphere that encourages access to global knowledge and the sharing of information. To that end, IT delivers assistance and support for e-mail and Internet users, faculty using technologies in the classroom, student groups who post messages or online forums, and resident hall occupants.

The IT Department offers assistance from the campus IT Help Desk. The phone number for the Help Desk is (740) 376-4860. The Help Desk is available 24 hours per day, seven days per week, and 365 days per year. Unfortunately, the IT Department does not have sufficient staff to send personnel to student rooms to work on computers. We have a list of area businesses that can provide computer software and/or hardware services. For those students who bring laptops, they may bring their computer by the IT Department for an analysis of the problem. A maintenance agreement with a computer vendor for hardware repairs is recommended.

The Network Use Policy constitutes Marietta College's policy for the management of computer networks, all computers and other devices connected to those networks, and the resources made available thereby. Responsible, acceptable use always is ethical, reflects academic honesty, and shows restraint in the consumption of shared resources. Marietta College's information technology resources exist to support the educational mission of the College and must be used appropriately and in accordance with local, state, and federal laws. You will be held accountable for your use of Marietta College information technology resources.

Center for Health and Wellness (CHW)

Website: <http://www.marietta.edu/center-health-and-wellness>

Location: Harrison Hall, 7th Street entrance

Phone: 740-376-4477

Hours: During academic year: Monday - Friday 8 a.m. – 5 p.m.

Walk-in and evening appointments may be available.

The Dr. J. Michael Harding Center for Health and Wellness (CHW) is an integrated wellness center offering services in three areas: *Health Services, Counseling & Psychological Services* and *Sexual Assault Prevention*. Their mission is to provide high quality medical and psychological services as to achieve and/or maintain a healthy lifestyle for each student and to create a learning environment that supports that status.

As such, they have specific goals, which guide their work:

- Provide high quality psychological and medical services to students in need.
- Provide primary prevention programming and consultation to students, faculty and staff that aims to facilitate healthy development and psychological functioning of students and systems
- Ensure that the services we provide are vital, current, and ethical

All sessions are confidential, and no information is released to anyone without student permission. The obvious exceptions to confidentiality include cases that involve imminent harm and danger to self or to others.

The CHW is staffed with qualified healthcare providers, including a medical doctor, a physician assistant, and a nurse. Our services include general medicine, injury and wound care, physical exams, routine gynecology, allergy shots (when coordinated with the student's current provider), travel medicine, and limited lab screenings and vaccinations. All services provided by the CHW on site are covered by student fees. However, students will be responsible for any charges not covered by the student fees (i.e., outside consultations, lab work, X-rays, prescriptions, etc.). While the health services provided on campus are very comprehensive, they are not complete. At times students may require outside consultations, hospitalization, or ancillary services. Unless otherwise requested, Marietta Memorial Hospital has agreed to perform emergency services, lab work, diagnostic imaging for Marietta College students. Any other outside consultations required will be done per the student's preference. We encourage any student with special or chronic health concerns to stop by the clinic so that we may be aware and more able to serve any particular need.

The CHW provides individual, couples' and group counseling focused on a range of clinical issues. The CHW has a diverse professional staff that works from a variety of theoretical perspectives. Marietta College students come to the CHW for a wide variety of reasons. Some students find that talking with a counselor once is sufficient to resolve the immediate concern. Many of the students who come into the CHW are experiencing academic difficulties, including time management issues, concentration problems, lack of motivation, or questions about study skills. Some students are having trouble adjusting to college life or are having conflict with a roommate or their parents. Many of our clients have a specific concern related to depression, anxiety, alcohol or substance abuse, eating concerns or a similar clinical issue.

The AT Program Director, Medical Director, and Program faculty are **UNABLE** to provide healthcare to AT students. All students requiring medical care or counseling will be referred to the Center for Health and Wellness. To make an appointment, call during office hours. In emergency situations, students generally can be seen almost immediately.

PROGRAM REQUIREMENTS AND TRAINING

Health Insurance

Students must carry major medical health insurance during their education at Marietta College. Students may maintain coverage through parent, spouse, or a private plan for the medical health insurance. Students are **required** to upload proof of their coverage through E-value **PRIOR** to matriculation and as needed if changes are made. The College does offer secondary accident insurance.

Background Checks

Students are required to obtain a Federal/BCI Background Check and submit results to the Program. **Finalization of admission acceptance is contingent upon successfully passing this background check.** Additional background checks may be completed as required by clinical sites throughout the program; these background checks will be facilitated by the Program.

Medical Health Form

Students are required to have a complete history and physical examination **PRIOR** to matriculation into the Program and to submit the “Medical Health Form” to the Marietta College Center for Health and Wellness. All student health forms will be confidentially maintained at the Marietta College Center for Health and Wellness office.

Immunization Policy

The Program takes seriously its responsibility to maximally protect students, staff, and patients from all potential health threats including infections and follows the Center for Disease Control (CDC) recommendations for health care workers <https://www.cdc.gov/vaccines/adults/rec-vac/hcw.html>. Students must provide proof of all of the following immunizations **PRIOR** to entry into the Program with the exception of the 2-step tuberculin skin test (TST) and the influenza vaccine: these will be administered on campus during the fall of the first and second year in the Program. It is the student’s responsibility to keep up to date with all immunizations throughout the Program. Failure to do so will prohibit the student from starting/continuing their clinical experiences.

| Vaccine | Documentation Required |
|---|---|
| Measles, Mumps & Rubella (MMR) Vaccines | <ul style="list-style-type: none"> • Documentation of dates of immunizations (2 doses). |
| Hepatitis B Vaccines | <ul style="list-style-type: none"> • Documentation of dates of immunizations. |
| Varicella (Chicken Pox) | <ul style="list-style-type: none"> • Documentation of one of the following: <ul style="list-style-type: none"> ○ Dates of immunizations (2 doses) ○ Documentation from a healthcare provider of varicella or herpes zoster disease |
| Tetanus, Diphtheria, & Pertussis (Tdap) | <ul style="list-style-type: none"> • Documentation of Tdap booster within the past 10 years. |
| Tuberculosis | <ul style="list-style-type: none"> • Students will receive a baseline 2-step tuberculin skin test (TST) prior to beginning their fall clinical experience. This will be arranged by the Program and administered by the Marietta College Center for Health and Wellness. A subsequent (annual) TST will be arranged by the Program and administered by the Marietta College Center for Health and Wellness in the fall of the second year. |

| | |
|----------------------|---|
| | <ul style="list-style-type: none"> If the TST is positive, a clear baseline chest X-ray (report) is required. Students with a positive test and a clear chest in year 1 are only required to complete a health questionnaire in the clinical year. |
| Influenza | <ul style="list-style-type: none"> The Program will arrange for students to be vaccinated annually (in the fall) by the Marietta College Center for Health and Wellness. |
| COVID-19 Vaccination | <ul style="list-style-type: none"> Students are required to be vaccinated for COVID-19 prior to the start of the program. See the institutional policy here Provide documentation of full vaccination when received. |

The student must submit their immunization records to E-value. The Clinical Education Coordinator will review submitted records and notify the student of any incomplete immunizations. It is the student's responsibility to keep all immunizations up to date throughout the duration of the Program.

Cardiopulmonary Resuscitation (CPR)

All students must upload verification of CPR certification to E-value. It is the student's responsibility to maintain their CPR certification throughout the Program. Students will be CPR BLS certified in their first semester of the program.

HIPPA Compliance

Prior to any clinical experience, students are trained in the Health Insurance Portability Accountability Act (HIPAA) (<http://www.hhs.gov/ocr/privacy>) medical privacy regulations. Students will not be permitted to perform clinical activities without HIPAA training. Students must demonstrate continuous compliance with these regulations throughout the entire Program. Failure to do so may result in suspension or dismissal from the Program.

Compliance with Universal Precautions

The Program recognizes that as students interact with patients during their clinical training, they will encounter the risk of exposure to infectious diseases. Safety is an important objective for the student and for patients. Prior to starting clinical rotations, each student receives training in accordance with the requirements of the Occupational Health & Safety Administration on Universal Precautions and learns appropriate methods of handling blood, tissues and bodily fluids as well as dealing with the management of communicable diseases.

Guidelines For Student Exposure According to CDC

Seek medical treatment IMMEDIATELY and follow the procedure outlined below:

- Wounds and skin sites that have been in contact with blood or body fluids should be washed with soap and water; mucous membranes/eyes should be flushed/irrigated well with water.
- Immediately report incident to appropriate office or hospital personnel (and the preceptor) and follow established protocol.
 - If no established protocol, seek treatment at the nearest emergency department.

The following information should be included in the exposure report, recorded in the exposed person's confidential medical record, and made available to qualified health care professionals:

- Date and time of exposure.
- Details of the procedure being performed, including:
 - Where and how the exposure occurred
 - Whether the exposure involved a sharp device. If so, include the type of device, whether there was visible blood on the device, and how and when during its handling the exposure occurred.
- Details of the exposure, including:
 - The type and amount of fluid or material and the severity of the exposure.
 - For a percutaneous injury, include the depth of the wound, the gauge of the needle, and whether fluid was injected
 - For a skin or mucous membrane exposure, include the estimated volume of material, the duration of contact, and the condition of the skin (e.g., chapped, abraded, or intact).
- Details about the exposure source, including:
 - Whether the source material contained hepatitis B virus (HBV), hepatitis C virus (HCV); or human immunodeficiency virus (HIV). If the source was infected with HIV - the stage of disease, history of antiretroviral therapy, viral load and antiretroviral resistance information, if known.
- Details about the exposed person (e.g., hepatitis B vaccination and vaccine-response status); and
- Details about counseling, post exposure management, and follow-up.
- Additional information, including:
 - Who assigned the duties
 - Personal protective equipment worn at the time of the exposure
 - Decontamination provided at time of incident
 - Name(s) of other personnel that witnessed incident
 - Name(s) of personnel notified of incident

For more information go to:

<https://www.cdc.gov/oralhealth/infectioncontrol/faqs/occupational-exposure.html>

Students should immediately notify the Clinical Coordinator (740-376-4987) of any incident. They will also need to submit a completed Exposure to the Clinical Coordinator.

Cost of testing and treatment following incident, if not covered by the facility or student's health insurance, will be the responsibility of the student.

Student Records and FERPA

Student Records

Are maintained by the following departments:

1. The AT Program - official application, didactic and clinical academic performance, disciplinary actions, healthcare insurance documentation, immunization verification and faculty advising forms. All records are maintained by the Program electronically on ATCAS, E-value, and through the MC Self-Service portal during the student's time in the program and after graduation.
2. The Registrar's Office – official transcripts.
3. The Marietta College Center for Health & Wellness – health information.

It is the responsibility of the student to keep his/her records current. Information on file in the Program office may be reviewed anytime. The Program must be notified immediately for changes in:

1. Legal name
2. Current mailing address
3. Current phone number
4. Name and contact number of person to call in case of emergency
5. Medical insurance information

Family Educational Rights and Privacy Act of 1974 (FERPA, "BUCKLEY AMENDMENT") - Source: United States Department Of Education

The FERPA is a Federal Law designed to protect the privacy of a student's education records. The law applies to all schools which receive funds under an applicable program from the U.S. Department of Education.

The FERPA gives certain rights to parents regarding their children's education records. These rights transfer to the student or former student who has reached the age of 18 or is attending any school beyond the high school level. Students and former students to whom the rights have transferred are called eligible students.

- Parents or eligible students have the right to inspect and review all the student's education records maintained by the school. Schools are not required to provide copies of materials in education records unless, for reasons such as great distance, it is impossible for parents or eligible students to inspect the records personally. The school may charge a fee for copies.
- Parents and eligible students have the right to request that a school correct records believed to be inaccurate or misleading. If the school refuses to change the records, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still refuses the correction, the parent or eligible student has the right to place a statement in the records commenting on the contested information in the records.
- Generally, the school must have written permission from the parent or eligible student before releasing any information from a student's record. However, the law allows schools to disclose records, without consent, to the following parties:
 - School employees who have a need-to-know;
 - Other schools to which a student is transferring;
 - Parents when a student over 18 is still dependent;
 - Certain government officials in order to carry out lawful functions;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations doing certain studies for the school;
 - Accrediting organizations;
 - Individuals who have obtained court orders or subpoenas;
 - Persons who need to know in case of health and safety emergencies;

- State and local authorities to whom disclosure is required by state laws adopted before November 19, 1974;
- Schools may also disclose, without consent, “directory” type information such as a student’s name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, the school must tell parents and students of the information that is designated as directory information and provide a reasonable amount of time to allow the parent or eligible student not to disclose that information about them.
- Schools must notify parents and eligible students of their right under this law. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to each school.
- Schools must adopt a written policy about complying with the FERPA. Schools must give parent or eligible student a copy of the policy, on request.
- Parents that see their child’s education records, or if a student is over 18 or are attending college and would like to see educational records, they should contact the school for the procedure to follow.

Questions about the FERPA or issues with securing rights under this Act should call 1-800-872-5327 or go to: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html>

Registration and Financial Aid

The Program will work with the Registrar to register students for all AT classes. Each academic school year students must fill out a FAFSA form and a Marietta College financial aid application to be eligible for financial aid. While enrolled in the Program, students may be eligible for financial aid.

Please access the information from the FAFSA web site <https://studentaid.gov/h/apply-for-aid/fafsa> to help with the FAFSA report. Register as a new student. After submitting, a PIN number will be sent. Follow the directions and submit the form. Students may verify their application was received by returning to the home page <https://studentaid.gov/h/apply-for-aid/fafsa> then “Login” to check the status. The online status check allows the student to check on the status of their application for submission all the way from submission to the processed SAR. If the student has a PIN he or she can even look up the processed EFC.

Withdrawals and Refunds

A student who withdraws from the Program during a semester must fill out and return a form obtained at the Registrar’s office. The College may provide a partial refund only when the student withdraws from a course during the first five weeks of classes for the semester. The date of withdrawal determines the proportion of tuition and student fee refunded. During the first week of the semester, 90 percent; second week, 80 percent; third week, 70 percent; fourth week, 60 percent; fifth week, 50 percent. The College will offer no refund after the fifth week of classes.

If the College grants a refund, some of the financial aid might be returned to the provider. When the financial aid package includes federal financial aid, the College will follow the federal refund policy for federal funds. The Marietta College refund policy will be followed for all non-federal funds. The student may be responsible to repay to the aid provider the difference between what has been earned in financial aid (based on length of enrollment in the semester of withdrawal) and what the school has returned to the provider. According to federal regulation, the amount of federal aid earned is equal to the percentage of the payment term completed. If the date of withdrawal occurs on or before 60% of the semester is completed, the percentage earned equals the percentage of the semester completed. If the withdrawal date is after the 60% point, the student has earned 100% of federal money. If the reduction in charges exceeds the amount of financial aid to be returned to the financial aid programs and there is no resulting unpaid

balance on the student account, the excess funds will be returned to the student.

Refunds to the following financial aid program accounts will be calculated according to published federal and state regulations. Repayments are credited to accounts in the following order:

1. Unsubsidized Direct loans
2. Direct graduate PLUS
3. Other Federal Title IV aid (excluding work-study)

A sample calculation may be obtained by contacting the Office of Student Financial Services.

Hours of Operation, Equipment and Resources

Classroom Hours

Regular class hours are generally 8:00/9:00 AM to 5:00/6:00 PM Monday through Friday with the possibility of an occasional evening class. Class times and locations are estimates and are subject to change AT ANY TIME during the Program. The Program will make every reasonable attempt to notify students of changes as soon as possible. Changes are made to benefit the quality of the education. **Classroom attendance is mandatory.**

Faculty Office Hours

Faculty office hours are posted outside their office and in their syllabus. Faculty members maintain an open-door policy, but students should not enter a faculty office without permission. Removal of any article from a faculty office will not be tolerated and will be referred to the Progress and Conduct Committee.

Copier

With College ID cards, students can make unlimited and free copies at copiers located all over campus including the Athletic Training Facility, Rickey Science Center, and the Legacy Library.

Societies and the Community

Student Society

All students are members of the Marietta College Athletic Training Student Organization (MCATSO). The Program also encourages each student to become an active student member of the National Athletic Trainers' Association, Great Lakes Athletic Trainers' Association, and Ohio Athletic Trainers' Association.

Community Involvement

As a member of the Program, students are ambassadors for the Program to the College, clinical preceptors and sites, patients, and the public at large. The impression that the Program and AT students as individuals make will be determined by direct actions and in turn will determine other's interest and willingness to work with the Program. Students should always be courteous and respectful and take pride in their work with faculty, students, staff, preceptors, patients, and the public.

The Program encourages and supports participation in service activities that contribute to the community. Please work with the student society to involve the entire class in community-based projects.

Policies and Procedures

The student is expected to maintain him/her/themself in good academic standing and to conduct him/her/themself with honesty and integrity in all academic and professional manners and is responsible for the following policies and procedures of Marietta College and the Marietta College Athletic Training Program that are currently in effect. As a member of the Marietta College community, students are expected to adhere to the policies and procedures outlined in the Marietta College Student Handbook which can be found online at <http://www.marietta.edu/community-standards>

Policies and procedures specific for graduate students can be found in the Graduate Programs Catalog online at <http://www.marietta.edu/course-catalogs>.

Additionally, this Handbook outlines specific policies and procedures that deal with the expectations and professional conduct of graduate AT students.

Respectful Interactions

Respectful interactions are required of all students. Respectful is being considerate, courteous, professional, and maintaining confidentiality of patient information. While participating in any college-related activities (i.e. coursework, clinical experiences, volunteer work, etc.), it is expected that all students, faculty and staff affiliated with the Program will act in a manner that is guided by a respect for other students, staff, faculty, patients and healthcare practitioners who may have differences that include (but are not limited to) the following:

- Religious beliefs and practices
- Socioeconomic status
- Ethnicity/Language
- Racial background
- Gender
- Nontraditional medical beliefs and practices
- Sexual orientation
- Physical/emotional disabilities
- Intellectual capabilities

Harassment

Allegations of harassment of any sort by students, faculty or staff will not be tolerated. See the Marietta College Student Handbook located at <http://www.marietta.edu/community-standards>. The Program will not tolerate verbal or social media (see SOCIAL MEDIA POLICY) incivility by any member of the College community. Examples of incivility include rude, sarcastic, obscene, disruptive or disrespectful behavior, threats, or damage to property. Students exhibiting uncivil behavior and/or behavior that significantly disrupts teaching, research, administrative, or student functions may be brought before the Progress and Conduct Committee for possible disciplinary action.

E-Mail and Internet Access and Policy

Students are required to receive and send all Program correspondence via their Marietta College e-mail address. Students should check their e-mail multiple times per day while in the Program. Failure to check e-mail will not be accepted as a reason for missed communication.

AT classrooms are equipped with wireless capability. The AT calendar may be accessed through Outlook.

All students, faculty and staff of Marietta College are subject to all applicable federal, state, and international computer laws. Unprofessional behavior on the computer systems will not be tolerated and could result in dismissal from the Program. Unauthorized duplication of software is a Federal crime. Penalties include fines and jail terms. Violation will result in dismissal from Marietta College and the Marietta College AT Program.

Use of Electronic Communication Devices

In order to respect the learning environment of classmates and faculty, students should turn off all personal electronic devices during class-related activities. Use of laptops or technology other than for instructional use is inappropriate (e.g. checking e-mail, texting, surfing the internet, instant messaging, etc.). A student who fails to comply will be asked to leave the class and it will be considered an unexcused absence. Use of unauthorized technology assistance during an exam will be treated as a form of academic dishonesty (see Academic Dishonesty Policy) and could result in dismissal from the Program.

Social Media Policy

AT students must understand they are no longer anonymous individuals when posting and/or commenting on blogs and/or social media sites. Instead they are now members of identifiable groups; the Marietta College Athletic Training Program, Marietta College, the Marietta community and athletic trainers in general. Therefore, blogging, postings and/or comments to such sites should be thoughtful, respectful and in good taste as to portray themselves in a positive light for all groups they represent. Inappropriate comments and postings as a student can be harmful to the individual as a professional. Any comments, images, or videos regarding a patient interaction is strictly prohibited and a direct HIPAA violation. Violations of this policy will result in appearing before the Progress and Conduct Committee and possibly dismissal from the Program. Witnessing any violation of this policy, should be reported to the Program Director immediately.

Identification Badge

All students will receive their identification badge during orientation. If a student loses their ID badge, they should report it to the Program office immediately. ID badges can be used to access buildings on campus. The Athletic Training Facility requires a key to enter. If students would like to access the classroom after hours, they may contact campus police to be let into the AT Classroom.

Students participating in clinical experiences and clinical rotations must wear their MC ID badges and/or hospital ID badges at all times.

Professional Appearance Policy

Each athletic training student must adhere to the following professional appearance guidelines during all athletic training program-related events and clinical education experiences. This includes attendance in the athletic training clinics, whether during the clinical education or classroom experience. Failure to comply with the professional appearance guidelines will result in dismissal from the event and/or clinical site for the day.

General Guidelines

- When attending class students should be dressed in business casual attire unless participating in lab. For courses involving a lab, students should arrive dressed in business casual, change for lab, then change back into business casual once lab has ended.
- When completing clinical education experiences, collared shirt or professional blouse should be worn. Attire for game day may vary from this policy and will be discussed by the preceptor.
- Shorts length must be mid-thigh at minimum. To determine appropriateness of shorts length, measure in a kneeling position from the superior border of the patella to mid-thigh. The shorts should be no shorter than 8 inches above the knee when kneeling. In order to purchase appropriate length shorts, it is recommended to look for inseams that are 5 to 7 inches, or longer.

- All clothing worn should allow for the body to freely move without significant restrictions. No leggings, spandex, or joggers permitted.
- All clothing must be free of holes, stains, and in good condition.
- All shoes worn while providing healthcare and/or inside of the athletic training clinics must be closed toe, even on “off” days.
- No athletic clothing should be worn for indoor clinical education experiences and/or sports. Athletic attire, determined by the discretion of the preceptor, can be worn for extreme temperatures (i.e., preseason). However, once the temperature for the season stabilizes, professional attire must be worn, unless otherwise instructed by the preceptor.
- All students must practice proper hygiene as referenced by the Centers for Disease Control. No artificial or long fingernails.
- Facial piercings are discouraged during patient care or during any athletic training related event. If a facial piercing is worn it must be professional and not distracting.

Dress code for Anatomy lecture/lab

- Scrubs are permitted.
- The student’s body must be adequately covered. Inappropriate skin exposure includes the torso, back, shoulders, thighs, and cleavage.
- Shoes must be closed-toe in lab.
- No food, drinks or gum in lab.

Presentation and Professional Event Attire

Students must adhere to professional business attire for all presentation and professional events associated with the Athletic Training Program, including those related to academic courses. The following guidelines must be followed at all times unless otherwise instructed by the Program Director.

- Students must comply with the general guidelines established by the Professional Appearance Policy. In addition, students should consider:
 - Hair neatly styled, avoid casual ponytails
 - Accessories including make-up should be conservative, especially avoiding heavy eye makeup, strong perfume or body scent, and large, bold jewelry.
 - Clothes should fit comfortably, not too tight.
 - Clothes should be wrinkle-free.
- Attire must be business casual, at minimum. Examples include:
 - dress shirt with tie; sport coat is optional
 - slacks or dress pants
 - low-cut dresses or tops should be avoided
- Sports logos must be covered or unseen in a tasteful manner
- dresses that are knee-length or longer
- knee-length skirts
- Shoes
 - Shoes should be in good condition, without broken-down heels or uppers.
 - Conservative in color such as brown, black or neutral.
 - Clean, with no broken shoelaces.

Appearance and hygiene projects a professional image representing the student, the profession and the College. Students improperly attired and/or with poor hygiene can expect to receive a

verbal warning from a clinical preceptor or faculty/staff member. A second infraction will result in a letter of concern and/or a meeting with the Progress and Conduct Committee.

Infractions Policy and Reporting Procedures for Professional Appearance Policy

The following criteria will be used to monitor unprofessional behavior and misconduct infractions of athletic training students. Information regarding infractions will be used when considerations are made for clinical education experience assignments, and probation, suspension or dismissal from the Athletic Training Program. If a student is penalized two (2) infraction points during a clinical education experience, he/she/ze will immediately be placed on probation. Additional actions may be taken depending on the severity of the infractions (this includes suspension or dismissal). See below sections for procedures related to probation, suspension and dismissal. If a student is penalized five (5) infraction points during a clinical education experience, he/she/ze will immediately be suspended from the clinical education experience for the remainder of the semester. Additional actions may be taken depending on the severity of the infractions (this includes dismissal). See above sections for procedures related to probation, suspension and dismissal.

| Points | Penalty | Infraction |
|--------|------------|---|
| 0 | Warning | <ul style="list-style-type: none"> • Improper dress in athletic training facility and/or in clinical assignments • Arriving to assignment late or leaving early without making prior arrangements with the preceptor • Failure to arrange weekly clinical schedule with preceptor in a timely & responsible manner. • Inappropriate use of cell phone during clinical education experience • Not completing designated tasks in assigned clinical rotation • Failure to take initiative in completing designated tasks (e.g. set-up and take-down for practices & events, record keeping, treatments, rehabilitation, maintaining clean work environment) • Inappropriate displays of affection shown in the athletic training facility, on the field, or during travel to or from a contest • Inappropriate verbal or nonverbal communication (language unbecoming of professionals, unprofessional content of discussion) |
| 1 | | <ul style="list-style-type: none"> • Second infraction of any of the above |
| 2 | Probation | <ul style="list-style-type: none"> • Violation of the NATA Code of Ethics and/or BOC Standards of Professional Practice • Improper dress for contest • Grossly unprofessional conduct while representing the Marietta College Athletic Training Program. |
| 1-4 | | <ul style="list-style-type: none"> • Failure to follow policy and/or procedure of ATP or clinical site (points assigned based on severity of infraction) |
| 5 | Suspension | <ul style="list-style-type: none"> • Major breach of ethics, major breach of professional behavior, drug/alcohol impairment which effects completion of assigned |

| | | |
|--|--|--|
| | | duties, use of tobacco, alcohol, illegal drugs, or other banned/illegal substances while representing Marietta College Athletic Training Program |
|--|--|--|

Both ATP faculty members and preceptor are responsible for reporting infractions to the clinical education coordinator and program director via praise/concern cards or email. Such reports must be in writing and submitted as soon as reasonably possible after the infraction. Pertinent details of the infraction, including the recommended infraction points, should be included. Copies of reports will be maintained in the student's file on E-value. The student will be notified via formal written letter within two weeks of the infraction. This notification will be placed in the ATP file and copied to preceptor. The student will have one week from the date of the letter to appeal. The student must file a written appeal with the program director. The appeal will be considered by a committee that includes but is not limited to: the program director, clinical education coordinator, the student's preceptor, and one additional preceptor or department faculty member of the student's choice.

The Clinical Education Coordinator will review cumulative infractions at the time of each infraction and at the end of each academic semester for each student with his/her/zir preceptor.

Because of an increased visibility in the intercollegiate, clinical, and high school settings, athletic training students are highly recognized and identified. This demands higher levels of professional conduct because the student is also held accountable for the codes of conduct at their assigned facility. These facilities may also impose additional and more stringent code of conduct violation sanctions. The ATP will strictly support these sanctions.

Program Disciplinary Process

Probation: An athletic training student may be placed on probation for:

- failure to maintain ATP Academic Retention and Promotion requirements
- failure to follow established policy and/or procedure pertaining to academic courses and/or clinical education
- accumulation of 2 or more infraction points as explained previously

Suspension: An athletic training student will be placed on suspension:

- failure to meet ATP Retention and Promotion standards
- if an athletic training student, while on probation, commits an additional infraction of the Professional Behavior Expectations
- accumulation of a total of 5 or more infraction points as explained previously

Dismissal: An athletic training student may be dismissed from the ATP for:

- failure to remedy suspension status
- failure to meet College or Program academic standards
- for a third offense of the ATP Disciplinary Policy.

It is the decision of the Program Director in consultation with the appropriate parties, determined on a case-by-case basis, that will include athletic training faculty members at minimum. Additional consultation may occur with the Clinical Education Coordinator and preceptor(s) to place the student on probation. The student will be notified in writing of the findings and decision including the probation or suspension time period, within two weeks of the decision. A copy of the notification will be maintained in the student's file.

Students have the right to appeal their status within one week of the date of the letter in writing

to the program director. In this case, a committee will be formed which will include but is not limited to: the Program Director, athletic training faculty member, Clinical Education Coordinator, the student's preceptor, and one additional preceptor or department faculty member of the student's choice as deemed appropriate based on infractions identified. The committee will make the final decision regarding the student's status in the ATP. At the discretion of the committee, the student may be required to meet with one or more of the committee members to review the committee's decision.

A student on probation may be ineligible to begin or continue with a team assignment/ clinical assignment during the probationary time period stated. *Each decision will be made on a case-by-case basis determined by the Program Director in consultation with that athletic training faculty and Clinical Education Coordinator.* Decisions will be rendered based on the infraction(s), student's academic and/or performance.

A student placed on suspension will not have a clinical experience and may not enroll in a Clinical Experience course (ATTR 515, 525, 615, 625) during the suspension time period. *A student placed on suspension is ineligible to gain clinical education experience hours and will not continue with their clinical education experience during the suspension time period stated. If a student fails to follow the terms of the suspension, he/she/ze will be dismissed from the ATP. (see section below).*

Multiple probations, or failure to remedy existing deficiencies will result in the student being suspended from the program (see section below).

- When the probationary period has expired, the student will be reinstated to the program if all of the following criteria have been met:
 - deficiencies that resulted in the student being placed on probation have been resolved
 - a written plan of action is received by the program director from the student
 - the student has met with the program director, clinical education coordinator, and preceptor.

It is important for the student to understand that extended probation may result in having to repeat a course or courses (i.e., athletic training major courses) due to failure to meet course requirements. Deviations in expected course progression often interfere with graduating in two years, as well.

When the suspension period has expired, the student will be reinstated to the program provided deficiencies have been resolved and after a written plan of action is received by the program director from the student. It is important for the student to understand that suspension will likely result in having to repeat a clinical methods course, due to failure to meet course requirements. Deviations in expected course progression often interfere with graduating in two years, as well.

Professional Conduct

The professional relationship between healthcare providers and their patients requires a dedication to responsibility and accountability. Students will earn the trust of patients who will instill confidence in their ability to be a steward of the patient's health according to state law. Students must understand it is an honor and a privilege to be an athletic trainer.

The Program promotes learning, personal responsibility, self-discipline, respect for others and self in an atmosphere of mutual respect. AT students are expected to adhere to professional decorum in all activities. As professionals within the Program, students are responsible for attendance, completion of all documentation, preparedness, handling of Program resources and equipment, participation, and ultimately, their performance in the Program. As professionals

outside of the Program, students will display model citizen behavior.

Professionalism is taken very seriously and our students are continuously assessed in this area. During the didactic phase, students are required to complete and discuss the "Professionalism Self-Assessment" form on E-value with faculty advisors each semester. During clinical rotations, professionalism is evaluated by both clinical preceptors and the Program.

Any violations of professional conduct will be brought to the Progress and Conduct Committee and could result in a student's dismissal from the Program.

Attendance

The Program faculty believe that significant learning occurs in the classroom and that regular class attendance is vital to a student's education. Therefore, attendance is mandatory. This means students must attend all scheduled instructional periods and assigned clinical experiences. Attendance is reflective of commitment, acquisition of knowledge, and professional behavior. Failure to fulfill this requirement is considered in the evaluation of a student's academic performance and professional attitude, and could result in a failing grade for a course and a meeting with the Progress and Conduct Committee for possible dismissal from the Program.

Absences

Absences due to illness will **require email notification to the course coordinator of the course(s) missed as soon as possible**. An absence of more than 2 days will require a medical excuse from a health care provider. An extended illness (more than 3 days) must be "cleared" through the Program Director and will require a medical excuse from a health care provider. All missed work/exams are the responsibility of the student.

Absences of students from scheduled examinations and/or laboratory sessions will be excused only under extraordinary circumstances (i.e., death in the family, personal illness, etc.). All such absences require notification/approval from the Program Director and all class instructors teaching on the missed day(s). Unexcused absence from class is not acceptable and may affect the student's academic status in the Program. All missed work/exams are the responsibility of the student.

Inclement Weather

Students should adhere to the Marietta College emergency protocol regarding inclement weather. Information may be accessed by calling 740-376-HELP, on the College website main page www.marietta.edu, or through Pioneer Alert. To receive Pioneer Alert messages, sign up as follows:

Go to mymarietta.edu; under the WebAdvisor tab click on User Account, then click on Emergency Information. Enter the appropriate information then SUBMIT at the bottom of the page.

Extended Absence

An extended absence from the Program may be granted by the Program Director for a specific period of time, if deemed necessary for medical or personal reasons. Reasons may include but are not limited to: family or personal medical leave, pregnancy, birth of a child, injury, or disability. Request for an extended absence must be discussed with the Program Director. If granted, a written contract detailing the leave will be generated by the Program Director and signed by the student. Such students will be permitted to resume course work upon satisfactory resolution of the problem necessitating extended absence. All possible efforts will be made by the faculty to provide a means for remediating deficiencies incurred and the student bears the responsibility for learning any material missed and for exam make-ups.

Should the student's circumstances require the absence be continue beyond the approved time period and/or remediation not be possible, the student may apply for a formal Leave of Absence. In these situations, the student will be permitted to re-enroll in the Program the following year to continue their studies.

Funeral – Individual arrangements are between the student and the Program Director. The details of making up missed work will be discussed between the course coordinator(s) and the student. Ultimately, all missed work is the responsibility of the student.

Jury Duty – Immediately upon receiving a notice for jury duty, the student must provide the Program Director with a copy of the notice. The Program Director will provide a letter documenting the student's position and standing in the Program for the court. Ultimately, all missed work is the responsibility of the student.

Military - If a student is called to serve as a member of the U.S. Armed Forces during the Program, they will be eligible for re-admission following completion of their service term. The procedure is as follows:

1. The student must show the orders to the Program Director as soon they are received.
2. The student must satisfactorily complete the active duty service.

Pregnancy – Students who become pregnant while enrolled in the Program are advised to notify the Program Director as soon as possible. Because there is always some risk of exposure to infectious disease, it is important that the student take the necessary precautions to avoid harm to the fetus. A pregnant student has several options:

- Continuing the curriculum after providing to the Program Director a signed healthcare provider's statement indicating physical ability to do so.
- Continuing courses through the semester of enrollment only followed by a leave of absence delaying the start of the following semester. Students seeking this option will need to make special arrangements with the Program Director for the completion of the courses during the following academic year.
- Withdrawing from the Program entirely.

Regardless of which option the student selects, all requirements for the Program must be completed before the College can award the Master of Athletic Training degree. Each student's case is based on individual circumstances.

Housekeeping

Neatness and good housekeeping reflect professionalism and pride. For the safety and health of all, students are expected to keep all Program areas neat and orderly. **Eating should be kept to a minimum in the AT classroom and all liquids must be in a non-spill container.** Trash receptacles and recycle containers are accessible throughout the building and should be utilized appropriately. All buildings are smoke-free.

In order to keep the Program looking and working properly, please report any situation or equipment that may need repaired or replaced as soon as they are discovered.

College Property

All College property issued to individual students must be returned at the request of the Program. Students are responsible to pay for any lost or damaged items. The value of any

item not returned or damaged will be charged to the student's financial account. Diplomas and transcripts will be withheld for any outstanding financial obligation.

The Program is not responsible for loss or damage to personal property of any students.

Student Housing

It is the responsibility of each student to find housing while enrolled in the Program.

Student Safety

Keeping students safe while enrolled in the Program is paramount. While on campus, students are protected by the 24/7 full-service Marietta College Police Department. During rotations, students are encouraged to utilize all security resources offered to them by the facilities (safe parking areas, police escorts, etc.). Should a student have a safety concern at any time, they should contact the Program Director immediately.

Outside Employment

The Program is extremely intense and rigorous. Students should view their education as their primary responsibility and should not allow any outside activity to interfere with their ability to accomplish the requirements necessary as an AT student. Therefore, outside employment is strongly discouraged during the Program.

Use of Students as Staff or Instructional Faculty

The Program will not require students to work for the Program or use students as a substitute for regular administrative staff, or instructional faculty.

Academic Advisors

Each student is assigned a faculty advisor during the first year. The assigned faculty member will remain their advisor throughout the program. Students should meet with their advisor as needed.

While the primary focus of advisor meetings is academics, students should not hesitate to contact their advisor with any questions or issues. Faculty advisors can refer students to campus resources such as the Center for Health and Wellness and/or the Academic Resource Center to assist with any problem affecting academic progress.

Confidentiality

Students, preceptors, and patients trust the Program and the students with important information relating to their lives, practices, and medical problems. The athletic training profession requires maintenance of confidentiality and it is the Program's responsibility to safeguard the information. Students have an obligation to maintain confidentiality, even after graduation. Any violation of confidentiality seriously affects the Program's reputation and effectiveness. Casual remarks may be misinterpreted and repeated, so students must learn to develop the personal discipline needed to maintain confidentiality. This also is applicable to internet and social media sites (see SOCIAL MEDIA POLICY).

Evaluation and Testing

Student Evaluation

Throughout the program, students will be evaluated by various mechanisms including, but not limited to, class participation, computerized examinations, practical examinations, oral examinations, and professional behavior. Final grades for each course/rotation are established by the individual Course Coordinator and will be outlined in their course syllabus.

Testing Policies

1. Attendance is mandatory for all exams.
2. Students are expected to take examinations at designated time and date.
3. Students will clear desk and surrounding area of all materials including electronic devices and watches, binders, backpacks, etc. prior to exam.
4. Students are responsible for properly marking the answers on the computer.
5. At the instructor's discretion, students will be allowed to enter after the start of an examination but no extra time will be allotted.
6. Students must not communicate with each other in any way during an exam.
7. Students must submit all exam materials to the instructor when finished with the exam and before leaving the room.
8. The use of unauthorized technology assistance including smart phones and watches, during an exam will be treated as a form of academic dishonesty (Academic Dishonesty Policy) and could result in dismissal from the Program.
9. Students will not be permitted to use the restroom during exams, except in extreme emergencies.
10. Students may not re-enter the room after they have completed the exam.
11. In the event of an illness, the student must contact the Course Coordinator, BEFORE the test begins.
12. If a student misses an exam due to an excused illness or personal crisis, a make-up exam will be offered to the student on the first day back in classes.
13. It is the student's responsibility to schedule an appointment with the Course Coordinator to view their exam and receive feedback.
14. Questions and/or discrepancies regarding an exam should be respectfully addressed to the Course Coordinator and/or faculty member responsible for the exam question. Students should be prepared to provide proof of discrepancy in writing by citing and listing references. Question challenges will only be accepted for 48 hours after the review.
15. Changes in exam scores will be made at the discretion of the Course Coordinator and/or faculty member responsible for the exam question.
16. Review sessions are at the discretion of the Course Coordinator.
17. Under no circumstance should a student attempt to "copy" (written, screenshot, photograph, etc.) any released exam feedback. Such actions would fall under the "Academic Dishonesty" section of this Handbook and result in disciplinary action.

Grading System

Passing grades are "A" (excellent), "B" (good). The grades of "C" (average), "D" (scholastically deficient) or "F" (failure) are non-passing grades.

The grade of "PR" (in process) may be given for reasons acceptable to the Program Director in cases where a student has been unable to complete all the required work in the course. In order for a student to receive a "PR", the *Supplementary Grade Report* must be completed by the department stating the reason(s) for the "PR"; conditions for removal of the "PR"; and deadline for removing the "PR", and turned into the Records Office. The Program Director must sign this form. When the conditions for removal of the in process have been fulfilled, the

department must then submit a *Change of Grade*. Grade point values of permanent grades for courses and rotations in the Program are as follows:

| | | |
|---|-----------|---|
| A | 90 - 100% | 4 |
| B | 80 - 89% | 3 |
| C | 70 - 79% | 2 |
| D | 60 - 69% | 1 |
| F | 0 - 59% | 0 |

“At Risk” Identification

Students not earning a passing grade (>80%) on an exam are identified as “at risk” and are required to meet with the Course Coordinator to try to identify a contributing issue for the exam grade. The Program is proactive in its approach to identify “at risk” students so to offer early academic support and/or referral to a support service thereby maximizing the student’s success in the course/Program.

Course and Faculty Evaluations

The Program requires that each student complete course and faculty evaluations for each course at the end of each semester. The evaluations are completed on-line. These evaluations are a student responsibility and should be taken seriously. Constructive suggestions are beneficial and aid the faculty in designing course materials for successful learning. It is unprofessional for a student to include disrespectful comments in his/her course evaluation. Students will also complete evaluations following all guest lecturer presentations throughout the Program.

Scholastic Performance

The ability of an athletic training student to be promoted and to graduate from the Program is the responsibility of the student with assistance and support from the faculty.

Note: in this document, a course is defined as a subject listed in the catalog under a specific name and number, with a designated number of credit hours and for which registration will be required. This applies to both the didactic (classes) and clinical (rotations) aspects of the Program curriculum.

Promotion and graduation are based on *both* academic and professional performance. Students must demonstrate acceptable levels of maturity, integrity, and other attitudes and behaviors expected of health care professionals. Students must be free of any impediments for licensure or for performance as an athletic trainer. Failure to meet these requirements will jeopardize continued enrollment in and graduation from the Program.

Students are required to maintain a cumulative GPA of 3.0 or higher THROUGHOUT the Program to be in good academic standing AND to graduate from the Program.

Academic Probation

Students with a cumulative GPA falling below the 3.0 requirement at the end of a semester will receive a letter explaining they are on Academic Probation. This letter remains in their student file and their academic progress will be closely monitored by their academic advisor and the Program Director.

When the student’s GPA rises above 3.0, they receive a letter indicating they are no longer on Academic Probation.

Students remaining on Academic Probation for three (3) consecutive semesters will be dismissed from the Program.

Remediation Policy

Throughout the two years in the ATP, students will complete practical skills and computerized exams. All practical skills exams must be passed with a minimum of 3.0 out of 4.0 to be deemed proficient. Additionally, all written exams must be passed with an 80% or higher to be proficient. Any student who scores below the minimum will be required to remediate the identified deficient area. Student progress is monitored and documented throughout the MAT program in a way to identify deficiencies in knowledge or skills. The remediation protocol is as follows:

1. A student earning below a B in any particular component of an ATTR course will remediate the identified deficient area.
2. The specific remediation plan will be developed at the discretion of the course instructor and may include but is not limited to:
 - i. Reading assignments
 - ii. Written completion of course objectives
 - iii. Exam retake
 - iv. Problem-based learning in the area of weakness
 - v. Individual tutoring
 - vi. Retaking practical exams
3. All remediation plans will include
 - i. Composition of the assessment and requirement to be successful
 - ii. Date by which remediation is to be completed
 - iii. All remediations will be documented in a shared OneDrive folder.
4. A student earning below a B in any component of a course outside of the ATTR (i.e. PASP, PSYC) course, should seek help from their advisor or the professor of the course. Any remediation will be left to the discretion of the Course Coordinator.

Students may earn a maximum of 2 C's as a course grade during their tenure in the Program. Students earning more than 2 C's as a final course grade will be dismissed from the Program. A student may appeal a decision of dismissal to the Graduate Council. Students who submit an appeal and have it granted by the Graduate Council or College Provost will remain on academic probation and will be dismissed again in the instance of another grade of a C in any MAT course.

Upon completion of the Master Athletic Training Program, students will sit for the Board of Certification Exam. Students that do not pass on the first attempt will need to pay and retake the exam if they still want to gain the certification in athletic training

Personal Aptitude for Medicine

Awarding the Master of Athletic Training degree is predicated on the determination by the faculty that a student is suitable for the practice of medicine in terms of personal characteristics and conduct, as well as scholastic achievement. Academic grades alone are not sufficient to warrant promotion to the next class, clinical phase or graduation. Faculty reserve the right to dismiss any student when the student's behavior is not in keeping with the standards of the medical profession or when the student's presence in the Program is considered detrimental to the student in question, the other students in the school, or to society in general.

Graduation Requirements

After completion of the ATP requirements, the student must also meet the criteria for graduation listed below in order to earn the Master's of Athletic Training.

The Master of Athletic Training Degree is granted to students who have successfully:

- 1) maintained a high degree of professionalism throughout the Program,
- 2) attained a cumulative grade point average of 3.00 or higher,
- 3) completed all clinical education requirements
- 4) completed of all clinical proficiency skills assessed during clinical rotations

- 5) obtained an average of Level 3 on all assessed AT Milestones competencies
- 6) passed the summative exam at the end of the program with a score of 70% or higher,
- 7) passed a problem-focused physical exam at the end of the program with a score of 80% or higher,
- 8) completed an exit interview with the Program Director.

The successful completion of the above requirements demonstrates that the student has met the minimum requirements for graduation from the Marietta College Athletic Training Program, is a candidate suitable to sit for the Board of Certification examination and is free of any impediments to licensure or to performance as an athletic trainer.

Program Dismissal

A student dismissed from the Program has fifteen (15) days to appeal in writing any adverse decision to the Graduate Council (see Graduate Council Grievance Procedure). The Graduate Council will hear the graduate student's case and make a recommendation to the Provost who can affirm or overturn the decision. There is no appeal of the Provost's decision.

Comprehensive Examination

Students are required to successfully complete the Comprehensive exam with a score of 70% or higher at the end of each year in the program. Failure to reach an 70% will require remediation and could delay the start of clinical rotations. Failure to successfully fulfill remediation requirements will result in Program dismissal.

Academic Dishonesty

Dishonesty within the academic community is a very serious matter, because dishonesty destroys the basic trust necessary for a healthy educational environment. Academic dishonesty is any treatment or representation of work as if one were fully responsible for it when it is in fact the work of another person (Marietta College Undergraduate Course Catalog).

Academic dishonesty includes cheating, plagiarism, theft or improper manipulation of laboratory or research data or theft of service. Plagiarism is one specific example of academic dishonesty that is often misunderstood by students. Plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without properly acknowledging its source. Appropriate paraphrasing and proper referencing are necessary to avoid plagiarism. Students will have access to electronic and printed materials that are the "intellectual property" of others. The distribution or presentation of these materials, whether or not copyrighted and including both electronic and print formats, without appropriate citation will be considered plagiarism.

Falsification of any Program documents (E-value, preceptor evaluations, site evaluations, case studies, etc.) is a violation of academic dishonesty and professionalism of an athletic training student.

In order to ensure the academic honesty and integrity of all students while class is in session, the Program faculty and staff reserve the right to monitor classroom activity including examinations. Additionally, ExamSoft, the Program's testing system, will restrict access to all computer programs, files and web sites during exams.

In order to deter plagiarism and ensure appropriate use of resources in student research and learning, Marietta College subscribes to a plagiarism prevention service, www.turnitin.com. Faculty may request that students submit their written work to the service to ensure that others' ideas are cited appropriately.

In cases of suspected academic dishonesty and/or violation of professional conduct, the instructor is advised to consult with the Program Director and, if deemed necessary, with the Provost. If it is determined that academic dishonesty and/or professional misconduct has occurred, it is the responsibility of the instructor to notify the Program Director who will then notify the Provost.

A substantiated case of academic dishonesty may result in disciplinary action, including a failing grade on the project, or failing grade in the course, or expulsion from the College.

Students have the right to appeal any penalties imposed for academic dishonesty or professional misconduct (Procedure for Academic Grievance).

Graduate Student Disciplinary Issues

The AT Program Progress and Conduct Committee

This Committee has membership of all full-time AT Program faculty members, any available part-time faculty, and the AT Medical Director. The Program Director presents the information to the Committee. The Progress and Conduct Committee process may be enforced at any point in the Program. Appearance before the Progress and Conduct Committee includes but is not limited to: reviewing cases of students who have received a failing grade(s) and reviewing cases of students whose professional behavior and/or ethics have been questioned by the faculty/staff, Program Director, a preceptor, or a patient. Additionally, the Committee may at its discretion, meet with a student to discuss that student's individual situation (i.e. legal issues). After meeting with the student, the Committee will submit recommendations regarding promotion, remediation, probation or dismissal from the Program.

Graduate Student Academic Grievances

Marietta College is committed to the highest principles of academic and personal integrity and a sensitive regard for the rights of others. Essential to these rights are the individual responsibilities of faculty and graduate students. Faculty are responsible for clearly communicating their grading policies, testing procedures, and expectations of graduate student performance at the beginning of each course, as described in the Faculty Handbook. Graduate students are responsible for following these policies and fulfilling those expectations. Although graduate students have the right to their opinions about course content and delivery, they remain responsible for learning the content of the course and for fulfilling all degree requirements.

Important Note to Graduate Students There is always a subjective component to grading. Because of the specialized nature of graduate education, the Graduate Council is not in a position (i.e. does not have the expertise) to second-guess the instructor as to the appropriateness of a grade. In an appeal of a grade, the student must demonstrate that the grade was unfair in some way (expectations were not clear, the instructor was unprofessional, etc.). The standard for successfully appealing a grade is very high and must be accompanied by clear, unambiguous documentary evidence.

Procedure for Academic Grievances

If a graduate student believes he or she has a legitimate complaint or grievance, the student should follow the following procedure:

Step I

It is recommended that a graduate student consult with his or her academic advisor before and while initiating a complaint or grievance.

- The graduate student shall discuss the problem with the instructor (for problems involving a single class) or program director (for problems involving the program in general).
- If a problem is not mutually resolved, the graduate student shall confer with the program director of the graduate student's program. Some programs may have their own grievance procedure (Progress and Conduct Committee); the program director will inform the graduate student of this procedure. If the problem is between the student and the program director, then the graduate student shall confer with the Provost or the person in the office to whom the Provost has delegated this responsibility, hereafter referred to as the Provost designate.
- A graduate student should not assume that petitioning a complaint or grievance means that the petition will be granted. The graduate student should continue to attend classes and fulfill the requirements of the course in which the graduate student is currently enrolled.
- A complaint or grievance must be initiated by the end of the seventh week of the semester following the incident triggering the complaint/grievance. The summer term does not count as a semester.

Step II

- If the complaint is not satisfactorily resolved in Step I, the graduate student has the right to file a grievance with the Graduate Council. The graduate student should contact the current chair of the Graduate Council to obtain the current procedure (given below) for filing a grievance with the Graduate Council.
- In general, the Graduate Council will hear the following types of grievances: appeal of grades, extension of time to complete program requirements, non-professional behavior, plagiarism, and any other matter that may potentially fall within the scope of the Council.
- The Graduate Council will hear the graduate student's case (using the procedure below). The decision of the Graduate Council will be forwarded to the Provost and the student. If an appeal of the Graduate Council's decision arises, the Provost can affirm or overturn the decision. There is no appeal of the Provost's decision.

Graduate Council Grievance Procedure

1. The chair of the Council will supply the graduate student with a copy of this procedure.
2. The chair of the Council will appoint a faculty counselor to help the student formulate the grievance. This faculty counselor may be the Associate Provost or any member of the faculty teaching in a graduate program not directly involved in the grievance.
3. The student, working with the faculty counselor, will produce a written allegation describing the grievance, a summary of the circumstances surrounding it, the related evidence, and what has already been done in attempting to resolve it. An electronic copy of this document must be delivered to the chair of the Council for distribution to the Council at least 48 hours (not including weekends and holidays) prior to the hearing.
4. The graduate student will work with the chair of the Graduate Council to schedule the hearing at a mutually agreeable time, normally the regular meeting time of the Council. The student is entitled to a hearing within 15 days of the time the student first contacts the chair of the Graduate Council. Grievances arising shortly before break periods may require more time to complete.
5. At the hearing, the graduate student will have a reasonable amount of time (about 15 minutes) to present his or her grievance. The faculty member and/or affected program will then have a similar amount of time. Neither of the affected parties will be present to hear the other party's presentation; neither of the affected parties will be present during deliberations. The Graduate Council may hear additional witnesses at the chair's discretion. A decision will be forwarded to the Provost within 8 days of the hearing.
6. There shall be no legal counsel present in the hearing.
7. The Graduate Council shall maintain confidentiality concerning any information presented in the hearing.

8. The Graduate Council shall have access to all material it feels is relevant to the case.
9. Cases brought before Graduate Council will be decided by a simple majority vote.
10. The decision of Graduate Council will be forwarded to the Provost, the student, the program director, and the faculty member involved in the grievance. If an appeal of the Graduate Council's decision arises, the Provost can affirm or overturn the decision. The Provost will inform the graduate student, the program director, the faculty member involved in the grievance, and the Council of the final decision. There is no appeal of the Provost's decision.
11. The graduate student may withdraw the grievance at any point in the proceedings by so requesting in writing to the Provost or Chair of the Graduate Council.
12. The Provost or Chair of the Graduate Council may grant an extension of the time limit of this procedure for good cause.

Clinical Experiences

The Marietta College Athletic Training Program offers students a challenging course of study designed to prepare them for future roles as an athletic trainer. Clinical experiences involve an in-depth exposure to patients in a variety of clinical settings. It is during these experiences that the student shapes and reinforces the skills described within the clinical role of an athletic trainer. The opportunities for learning, enhancing skills, and developing an identity as an athletic trainer will *never* be greater than they will be during clinical experiences. The student's responsibilities to themselves, their preceptors, and their patients will be tremendous. **Students must take advantage of every opportunity** and live up to the responsibilities – ultimately, they and their patients will be the major beneficiaries.

Temptations to choose the “easy road” during this time will be great but taking this path will be a disservice to preceptors, patients, and especially the student themselves. To make the most of the opportunities during clinical experiences requires discipline and hard work. Students must remember that each clinical encounter will be as successful as they make it and that there is always something new to learn, even in the most mundane tasks.

During clinical experiences, students are representing the athletic training profession as well as the Marietta College Athletic Training Program. Many times, they may be the first contact a patient or other healthcare professional has had with the AT profession or Marietta College; therefore, it is imperative to be a “positive representative” for the profession and the College.

Clinical rotations provide further instruction in anatomy, pathophysiology and clinical medicine. Training experiences will occur in a variety of settings encountered in the athletic training profession. During rotations, students learn how to better interview and examine patients, identify healthcare risks and problems, transmit patient information in verbal and written form, obtain specimens for diagnostic testing, participate in surgeries, monitor programs of evaluation and therapy to diverse patient populations of all ages with a range of acute and chronic medical and surgical conditions, and discuss preventive healthcare behaviors with patients and families.

The faculty and staff of the Marietta College Athletic Training Program want to offer any help and guidance students may need during this time; remember we are only a phone call away.

Clinical Education Requirement

Students will begin their clinical experience in the first fall semester of the MAT Program and will be completed over a minimum of 2 years. The student will be assigned to a Clinical Preceptor during the clinical experience. This clinical experience is designed to provide the student with authentic, hands-on experience in athletic training practice. Students should make the most of this opportunity to practice athletic training skills and learn from their preceptors' experiences and clinical expertise.

Additional Requirements

There may be additional clinical hour requirements assigned as part of various courses. These assignments may include experiences in the emergency room, surgery, physical therapy settings, etc. Additionally, guest speakers will be invited and scheduled to provide additional learning opportunities. All attempts will be made to make these times during class but may be scheduled during the evening to accommodate all students in the MAT. Attendance of these speaking engagements is mandatory. If you must miss a guest speaker due to an academic or clinical site reason, you must obtain the video of the speaker and answer questions as assigned by the instructor who invited the speaker.

Additional Expenses

In addition to the normal tuition and fees of Marietta College, the student enrolled in the Athletic Training Program will be subject to the following expenses:

1. Students will be required to obtain a 12-panel drug screen prior to their clinical experience. Drug screens are available through MMH and are at the expense of the student, typically about \$80.
2. All students in the MAT will be required to wear clothes consistent with the dress code. This will require the purchase of an Athletic Training polo. Average cost for a polo is typically about \$40. Additionally, students will need appropriate khaki pants and/or shorts which should be purchased on their own and be in accordance with the Professional Appearance Policy. It is expected that a student will spend approximately \$40-\$200 dollars during their two years in the program.
3. At times, students may wish to purchase other clothing with the athletic training logo. These will be ordered as interest dictates and are always optional expenses.
4. Travel to and from clinical sites is at the student's expense. This includes gas, airfare depending on the clinical immersion site, and housing. Financial obligations will be considered when assigning a student clinical immersion sites.

General Formula for Clinical Placement of Students

The following is the plan for assignment of students to their field experience and their Clinical Preceptor. In order to be enrolled in the MAT, students cannot be a varsity or junior varsity athlete of any sort for Marietta College. For those choosing a 3+2 option, this would mean forgoing the fourth year of eligibility.

During the fall semester of the student's first year, he/she/ze would be assigned to a Preceptor at Marietta College. Assignments are made based on areas of need for learning as well as student learning styles, strengths, weaknesses, and personality. Every attempt is made to pair the student with a Preceptor within a setting that will meet their/zir learning and experience needs and matches the teaching style that will benefit the student most and will promote successful completion of the clinical experience. The subsequent clinical experiences (ATTR 525 and ATTR 615) will be assigned based on patient encounters logged in E-value and areas of need identified by the student, faculty, and previous preceptors. The clinical immersion will be identified in the spring of the student's first year and will be completed in the student's second year. The clinical immersion assignment will be made based on students' professional goals, ability to meet areas of need anticipated at that time, personality, and learning styles.

All students will be assigned to an off-campus clinical site for one or more of their field experience/clinical education requirements. These placements will require the student to have some form of transportation. Carpooling may be used whenever possible, though it should not be relied on as a primary means of transport (i.e., high school football, or clinics that will accept two students at a time).

Clinical Settings

All clinical experiences must take place at a Marietta College approved affiliated clinical site under the supervision of an ATC, MD, or DO.

Program Responsibilities

- The Program is responsible for verifying, coordinating and assigning all student clinical sites and preceptors.
- The program will be responsible for assuring that clinical sites are provided Marietta College's professional liability insurance information prior to the start of the students clinical rotation.
- The Program will be responsible for assuring that during the clinical rotations each student keeps in force major medical insurance as stipulated by the College.
- The Program will protect the student and their educational learning experience if it is deemed they are in danger or in an environment not conducive of learning.
- The Program will withdraw any student from a rotation at the request of the preceptor when it is deemed that the student's work, conduct, or health is considered detrimental to patients or the practice site.
- The Program will withdraw any student from a rotation if there is a significant conflict between the student and preceptor that would deter from the rotation experience.
- The Program will coordinate the assignment of students with the preceptor and designate a staff member(s) who shall act as a liaison and information resource for the preceptor.
- The Program will evaluate rotation sites to assess student progress and to address any preceptor and/or student issues.
- The Program will maintain frequent communication with students while they are on rotations.
- The Program will determine the final grades for students in the clinical course.

Preceptor Responsibilities

- The preceptor agrees to orient students at the onset of the rotation with the practice/site policies and procedures and review the expectations and objectives for the rotation.
- The preceptor agrees to promptly inform the Clinical Coordinator (740-376-4788) of any circumstance that might interfere with the accomplishment of the rotation goals or diminish the overall training experience.
- The preceptor agrees to provide clinical hours as indicated in the course syllabus for the student to attend and participate in clinical activities at the rotation site understanding it may be more or less depending upon the setting.
- The preceptor agrees to review the educational objectives to make reasonable efforts to assist the student in attaining the competencies and skills listed in the objectives.
- The preceptor agrees to provide ongoing and timely feedback regarding clinical performance, knowledge base and critical thinking skills.
- The preceptor agrees to maintain an ethical approach to the care of patients by serving as a role model for the student.
- The preceptor agrees to delegate the student increasing levels of responsibility for clinical assessment and management as appropriate to the student's experience and expertise.
- The preceptor agrees to arrange an alternate preceptor (another athletic trainer or physician) or to give an assignment to the student if he/she will not be able to precept the student for more than two days. If an alternate cannot be found, please contact the Clinical Coordinator (740-376-4788) immediately.
- The preceptor agrees not to use students as a substitute for regular clinical or administrative staff.
- The preceptor agrees to accept responsibility and to provide supervision (to the point he/she deems necessary) of a student's clinical activities in the clinical/office setting:

- Histories, physical exams, laboratory/radiology tests, making assessment and treatment plans.
- Case presentations or research projects as required by the preceptor.
- Clinical procedures that are consistent with patient care.
- The preceptor agrees to accept responsibility and to provide supervision (to the point he/she deems necessary) of the student's clinical activities and documentation in the setting.
- The preceptor agrees not to provide money or material goods to the student in return for his/her assistance in the medical care of patients.
- The preceptor agrees to allow student visits by faculty/staff of the Marietta College Athletic Training Program to assess the progress of students.
- The preceptor agrees to complete all evaluation forms provided by the Program reflecting on student knowledge and skills as well as their improvement throughout the rotation.
- The preceptor agrees to supervise the student within the preceptors' scope of practice.

Student Responsibilities

- The student will conduct themselves in a courteous, respectful, and professional manner at all times.
- The student will identify themselves as a Marietta College Athletic Training Student.
- The student will be hardworking, conscientious and accountable.
- The student will be responsible for taking an active role in their clinical education.
- The student will demonstrate awareness of professional limitations and will only perform activities assigned by and under the supervision of their preceptor.
- On the first day of the rotation, the student will inform the preceptor of their individual needs; this includes sharing with the preceptor where the student feels he/she "is" and where he/she "ought to be" in specific clinical requirements and clinical skills. He/she will review rotation objectives and evaluation form with the preceptor.
- The student will not be used as a substitute for regular clinical or administrative staff.
- The student will adhere to the regulations and policies of the Marietta College AT Student Handbook.
- The student will follow the rules and regulations of the hospital or other institutions in which he/she works and agrees to complete all required documentation, additional training and/or testing required by the facilities.
- The student will make all reasonable efforts to maintain good relationships at all times with patients, staff, and preceptors.
- The student will complete all assignments, E-value tracking, and site/preceptor evaluations at the completion of each rotation.
- The student is responsible for discussing with the preceptor a mid-point evaluation for each rotation.
- The student will never see, treat and discharge a patient without having the preceptor see the patient.
- The student shall handle all confidential information in a professional and ethical manner and in accordance with all applicable federal and state regulations, including HIPAA laws.
- The student shall be permitted to document in designated portions of the patient's medical record, in accordance with setting policy. It is the student's responsibility to complete all required documentation for each clinical rotation as required by the setting.
- The student will incur expenses and obtain drug/alcohol screen or an additional background check if required by the placement site (prior, during or after rotation).
- The student may make suggestions for clinical sites and/or preceptors (physicians/ATs) but it is the responsibility of the Program to verify, coordinate and assign all student clinical sites and preceptors.

- The student is to follow the schedule of their preceptor. This may include evenings, weekends and holidays.
- The student understands that if they are removed from a rotation by the Program or a request from a preceptor, the student must appear before the Progress and Conduct Committee. The student could be dismissed from the Program or the graduation of the student could be delayed until other rotations can be found that are approved by the Program.
- The student understands that any falsification of clinical rotation documents will result in an appearance before the Progress and Conduct Committee and may result in dismissal from the Program.

Survival Skills

Planning and Self-Reflection

The student should review and use as a study guide the instructional and outcome objectives for each rotation. When this step is complete, the student should identify the specific objectives to accomplish while assigned to each clinical rotation.

At the end of each clinical experience, the student should spend some time reflecting on expectations and how they compare with actual achievements over the course. What personal and professional factors served to facilitate or impede the student's learning experience? What would the student have done differently if the opportunity to repeat a particular rotation were provided?

As the student gets ready to begin clinical rotations, there are several axioms that have emerged over the years that should be kept in mind. Following each of the tenets presented below has proven to reduce error and oversight while maintaining focus on the processes of quality medical care.

Preceptor Communication

- At the beginning of each rotation, students should review the rotation objectives with their preceptor. They should discuss their educational background and experience, strengths and weaknesses, and the areas/skills in which they would like to focus.
- Ask questions. Clinical instructors like to teach inquisitive students.
- Practice patient presentations to improve organizational skills, the ability to make decisions about the information elicited and how to approach a problem.
- Take advantage of all patient care opportunities: students minimize their educational experiences when they "skip" opportunities.
- Create educational opportunities. Find learning opportunities during downtime, whether it is writing notes for the preceptor to review, looking over course notes, or striking conversations with the preceptor.
- When patient volume is low, ask the preceptor if it is possible to spend time with another AT/provider who seems particularly interested in teaching for the day.
- The difference between a successful student and one who struggles is the amount of quality reading done.
- Be a team player. Being a team player may involve doing "scut" work.
- Students will be exposed to many variations on how to perform physical examinations, including shortcuts, omissions and legitimately different approaches.

Patient Interaction

- Introduce oneself to patients and their families and be prepared to describe the role and responsibilities of the athletic trainer succinctly.

- Keep an open mind: Patients and families may bring different perspectives, values, and experiences to their healthcare. It is the student's responsibility to cherish these values while providing the best care possible.
- Listen to the chief complaint: Patients will tell the provider much necessary information in most instances.
- Be genuine: the therapeutic relationship is built on open and caring interactions.
- Take the time to explain: Patients appreciate providers who spend time with them, explain in clear and unambiguous language, and acknowledge their feelings about what is happening.

Medical Knowledge

- Know the patient case thoroughly: Students should know the illness history, pertinent physical findings, lab results/imaging obtained or when it will be available, and the social and cultural situation of the patient.
- The time devoted to better understanding the social and cultural circumstances of the patient's life will do much to help the student understand how better to manage the patient.
- Be prepared and ready to learn. Learning objectives of each clinical experience are based on knowledge gained in previous courses. Students should know these objectives by the beginning of the rotation and be an expert in them by its conclusion.
- Students should observe as many diagnostic procedures and studies as possible, look at the imaging studies and electrocardiograms, and any other test results available.
- Students should review all medications and understand the therapeutic purpose of each.
- Know diagnostic study results and ordering tests with attention to cost, risks, and benefits: Tests should confirm what is hypothesized based on a thorough history and physical examination.

Professional Development

- Use time wisely: For example, if the student is waiting to present a patient case to the preceptor, completing the write up while waiting makes excellent use of time.
- Be truthful in all situations: If the student indicates that she/he will do something, then she/he should DO IT! If the student did not do the MMT portion of the exam, indicate that it was "not done" rather than "deferred." That would be falsifying medical records.
- Be helpful to others.

Clinical Rotation Policies and Procedures

How to Resolve Problems During Clinical Rotations

1. Initially, students should professionally discuss questions and/or issues regarding a clinical rotation with their preceptor(s).
2. If the question/issue is not resolved by discussion with the preceptor, the Clinical Coordinator should be contacted, who will attempt to resolve the problem.
3. If the student does not feel that the question/issue has been addressed or the situation needs further review, it should be presented to the Program Director.

Do not allow small problems to turn into large problems, address issues immediately so they can be resolved quickly.

Professional Conduct

AT students' professional conduct should always be exemplary and professional. Professionalism is one of the parameters preceptors will be evaluating during rotations. Please make an effort to establish friendly relationships with preceptors and other healthcare professionals. Students should always be mindful of their conduct; they are constantly being observed by others.

Drug Screening

Students must comply with and assume costs for initial and any subsequent drug screening requirements during clinical experiences. If a student has a confirmed positive drug screen due to a prescribed medication, a letter from their healthcare provider will be required to validate the positive drug screen. Positive results not explained by a healthcare provider will result in the student appearing before the Progress and Conduct Committee and may result in additional testing, a required treatment program, delayed rotations/graduation and/or Program dismissal.

Attendance

The student is expected to be in attendance daily and when asked, to be available to the preceptor, which may include evenings and/or weekends. Family care and/or pets are not an excuse to miss time from rotational experiences so arrangements should be made ahead of time for these types of responsibilities. For holidays, students are expected to follow the schedule of their preceptor with the exception of scheduled Program vacation. Personal days should be kept to a minimum. If the student needs a personal day, they should communicate this to their preceptor well in advance of the scheduled day off.

ANYTIME a student is not able to attend their rotation, they must notify the Clinical Coordinator (740-376-4788) **AND** their preceptor immediately. An absence of two or more consecutive days due to illness will require a written excuse from a healthcare provider. An unexcused or extended absence will result in loss of professionalism points from the final rotation grade. Depending on the amount of time missed, the student may be required to appear before the Progress and Conduct Committee and could jeopardize the student's continued enrollment in the Program.

Inclement Weather

Students should follow local and/or state postings regarding inclement weather. For less severe weather, clinical students should follow the policies of the rotation site. The student should discuss the possibility of inclement weather with the preceptor at the time of initial orientation.

Ultimately, students should exercise their own judgment concerning whether road conditions are safe enough for travel to the clinical site. If the student decides against attending a clinical site because of inclement weather, the student must call both their clinical preceptor and the clinical

coordinator.

Clinical Rotation Student Travel, Transportation and Housing

Students are responsible for all transportation and housing expenses during rotations. Students should be aware that it is reasonable for clinical sites to be scheduled up to a one-hour commute from their desired location. Additionally, a student may be required to relocate should a rotation site not be available in their geographically assigned area.

Student Safety

Keeping students safe while enrolled in the Program is paramount. While on campus, students are protected by the 24/7 full-service Marietta College Police Department. During rotations, students are encouraged to utilize all security resources offered to them by the facilities (safe parking areas, police escorts, etc.). Should a student have a safety concern at any time, they should contact the Program Director immediately.

Emergency Contact

During the clinical immersion, students must give their preceptors and/or site (office) direct and current contact number(s) and get a direct number for both the preceptor and site (office).

Outside Employment

The Program is an extremely intense and rigorous academic program. The Program expects students to see their education as their primary responsibility and should not allow any outside activity to interfere with their ability to accomplish the requirements necessary as an AT student.

Use of Students as Staff or Instructional Faculty

Clinical rotations should be an educational experience for the AT student. At no time during the clinical experiences should the student be called upon or used to **substitute** for regular clinical or administrative staff. If a situation arises where an individual is asked to perform in a role other than that of student or to substitute for a staff member, the student should contact the Clinical Coordinator immediately for guidance (i.e.: working as a lab tech).

Clinical Site Acquisition/Evaluation & Student Matching

Students are asked to identify and/or request a clinical setting for the clinical immersion or a general geographical territory to minimize travel. The clinical coordinator will work hard to secure the location desired for the immersion. The student must understand that this is a request, not a guarantee. Ultimately the Program's primary commitment is to provide students the opportunity for quality clinical experiences and to ensure compliance with CAATE standards. If these two objectives are met, consideration of individual student preferences will be accommodated. If these two objectives are not met, students may be asked to identify another placement or to comply with Program assigned placements.

While the student may make suggestions and requests for clinical sites and/or preceptors, **the Clinical Coordinator will verify, coordinate and assign all clinical rotations**. Once assigned, students may obtain their rotation information (preceptor name and contact information) through the E-Value system.

A student request for a change in an assigned rotation **will only be** considered in rare circumstances pending review by the Clinical Coordinator and the Program Director. Difficulty finding housing, travel expenses, distance from family members or pets, or using the site to help secure future employment will not justify an assignment change. It is expected that students will accept their rotation schedules with professionalism and without complaint. Students are not permitted to set-up and/or change a rotation without consultation with the clinical coordinator.

Two weeks prior to the rotation start date, students need to make contact with the site and/or

hospital to arrange a meeting time and location as well as receive site-specific information (regarding parking, badges, etc.). The student is responsible for completing any paperwork, drug/alcohol screens, additional background checks, etc., or obtaining training as required by assigned facilities. Any fees associated with placements are the individual students' responsibility.

Evaluation and Testing

Clinical Site/Preceptor Assessment

The Program uses several tools to help evaluate the clinical sites and the effectiveness of the curriculum. The following are involved in the evaluation process:

- Preceptor and/or site profile – the Clinical Coordinator obtains information on all prospective clinical sites. If the preceptor and/or site meet the Program's criteria, the Clinical Coordinator will contact them to arrange the student placement.
- First/second week check-in – the Clinical Coordinator and/or assistant Clinical Coordinator will contact each student via phone or e-mail during the first and/or second week of the rotation to assess their progress.
- Student visits – each student will be visited by the Clinical Coordinator or designated Regional Coordinator in person or virtually (FaceTime and/or Skype) at least once per semester. The meeting will be with the student and/or the preceptor to discuss progression and other pertinent issues in and around the rotational experience.
- Student evaluation of site and preceptor – each student will complete a site/preceptor evaluation via E-value at the conclusion of each rotation. This evaluation will help the Program demonstrate the ability of the setting to strengthen the student's capacity to perform essential role responsibilities. It will also provide feedback regarding the effectiveness of the rotation, the effectiveness of the preceptor as a teacher, and the ability of the rotation to help the student understand defined principles and develop technical skills. Evaluations of preceptors will be provided to the preceptor as a form of preceptor development.
- Preceptor evaluation of student – at the completion of each rotation, the student's clinical preceptor completes a preceptor evaluation form.
- Patient Encounter Tracking System – students are required to enter patient encounter data online through E-value. Specifically, students enter data daily throughout the clinical rotation to record patient encounters. This documentation allows the Program to evaluate the level of patient involvement, exposure to patient populations (infants, children, adolescents, adults, and the elderly) and specialties, and quantify student skills learned. If experiences/skills are not successfully obtained on rotations, the Program will provide remediation for the deficiencies. This remediation may delay completion of the Program and graduation. Students that inconsistently enter or falsify patient encounter data will lose points on their assignment grade and could possibly be dismissed from the Program.
- Competency Skills – the Program will monitor each student's patient encounters throughout each rotation to ensure that the skill requirements are fulfilled. It is the students' responsibility to note the skills/procedures that are required and listed as performed, or performed and/or observed, are satisfied. The skills listed in **Performed Only** and the **Performed/Observed areas are required**. The Program encourages students to approach preceptor(s) about the opportunity to accomplish these technical skills (whenever possible) during the rotation(s). If skills are not successfully obtained on rotations, the Program and/or preceptor will provide remediation for the deficiencies. This remediation may delay completion of the Program and graduation.

The information derived from using these evaluation tools allows the Program to make informed decisions regarding the quality of the clinical experience offered to any student, class, or group of students over time.

The Program wants all students to view their clinical rotations as a positive learning experience. Occasionally, problems and/or frustrations may develop – these are inevitable. **PLEASE** call the Clinical Coordinator or director for help, counsel, or advice regarding **ANY** problem. It is easier to help resolve an issue at the beginning rather than the end of a rotation.

Student Evaluation

Preceptor Evaluation

The process of student performance and evaluation is ongoing throughout each rotation for the entire clinical phase. At the completion of each rotation, the student's clinical preceptor completes an Evaluation of the student on E-value. The form provides information about the student's performance along different parameters. The information provided for each student allows us to amass a global picture of the clinical and cognitive abilities of the entire class at specified points in time throughout the Program.

Any student who receives a mark(s) in the "Professional Attributes" section or other unsatisfactory rating(s)/grade/comment on the preceptor evaluation is required to meet with their faculty advisor and may be brought before the Progress and Conduct Committee. Appearance will be at the discretion of the faculty advisor and clinical coordinator.

Students are responsible for **ALL** of the following during each rotation:

- Reviewing the preceptor evaluation form with their preceptor mid-way through the rotation to obtain feedback and identify any areas to improve their performance, if needed.
- Arranging an exit interview with their preceptor to review their final preceptor evaluation.
- Confirm review of the preceptor evaluation form in E-value.

Clinical course grades will **NOT** be assigned until the final preceptor evaluation is received.

Clinical Vignette Question Format

(please include your name and rotation on the document you submit for grading).

1. **Choose one of the following athletic training practice domains** (refer to <https://mclib.marietta.edu:443/record=b1537845> for practice domain information)
2. **List the practice domain topic and the correct answer for the question and explain why the answer is correct and the other choices are incorrect**
3. **Choose a practice domain task area**
4. **List your reference source from a course textbook or a peer-reviewed resource**
5. **List the page number(s) of the reference source**

Example Question: The stem (question) plus 5 distracters (answers)

A 23-year-old female presents to the clinic for a pregnancy test and is found to be very pregnant. However, on exam, there is also an irritated appearance to the cervix and urethra. You perform a nucleic acid amplification from a culture swab that reveals C. Trachomatis. The patient reports a penicillin allergy. Which of the following is the treatment of choice for this patient's STI?

- a. Benzathine Penicillin (Bicillin LA)
- b. Doxycycline (Vibramycin)
- c. *Azithromycin (Zithromax)
- d. Metronidazole (Flagyl)
- e. Ciprofloxacin (Cipro)

1. Genitourinary
2. Topic: Chlamydia
Azithromycin is the treatment of choice for Chlamydial infection. Benzathine Penicillin is the treatment for syphilis. Doxycycline is not advised in pregnancy because of gray of teeth among other sequelae. Metronidazole is for fungus. Ciprofloxacin is a treatment for UTI.
3. Pharmaceutical therapeutics
4. Current Diagnosis and Treatment OB/GYN 11th Edition
5. Page 674
6. PASP 652 (Prenatal/GYN)

Question writing tips:

- Use patients you are seeing in clinic and modify. You already have a good start for everything you need...age, signs/symptoms, labs, etc
- Make the stem of the question clear enough that the reader will know the answer without looking at the options
- Make all answer options the same i.e.: all treatments, all medications, all diagnostic tests
- Include both the generic and trade names for drugs
- Do not use "but/except", "which of the following are true/false" or multiple answer questions
- Do not use "in the above question" questions

SUMMATIVE EXAMINATIONS

As part of the MAT Program, students are required to successfully complete (at the end of the each year) both a summative exam and problem-based practical exam(s). Students must pass the summative exam with a score of 70% or higher and pass problem-focused physical examinations with a score of 80% or higher. Failure to reach a 70% or higher on the summative exam and/or a 80% or higher on the problem focused physical exam(s) will require remediation and could delay graduation from the Program.

PATIENT RECORDS/DOCUMENTATION

The student will **legibly** sign all notes and written documentation and/or identify him/her/themself dictating on a patient's record as "ATS" (athletic training student) following their signature/name. All written records are to be neat, well organized, and legible. The student is to always maintain and respect patient confidentiality. Information identifying the patient must be deleted before handing in required H&P's, case studies, and assignments. Students should ask preceptors/hospitals for permission before copying patient records.

MISCELLANEOUS

The student will respect the wishes of the patient if they choose not to have the student participate in their care.

The student will promptly advise the Program of any problems which seem to be distracting from the purpose of the rotation.

The student will be familiar with rotation objectives.

Students **cannot** change rotation sites or preceptors. This is only done by the Clinical Coordinator. Under no circumstances may a student change a rotation without **FIRST** contacting the Clinical Coordinator. At that time, the **Program** will decide if the change requested is appropriate. The Progress and Conduct Committee automatically review violations of this policy.

Appendix A: Marietta College Athletic Training Program Exposure Report

To be filled out by student exposed:

Name of student [Click here to enter text.](#)

Date/time of exposure: [Click here to enter text.](#)

Who assigned the duties: [Click here to enter text.](#)

Name(s) of other personnel that witnessed incident: [Click here to enter text.](#)

Name(s) of personnel notified of incident: [Click here to enter text.](#)

Decontamination provided at time of incident: [Click here to enter text.](#)

Personal protective equipment worn at the time of exposure: [Click here to enter text.](#)

Briefly describe details of the procedure being performed (include where/how exposure occurred, whether exposure involved a sharp device and if so the type of device and whether there was visible blood and how/when during its handling the exposure occurred):

[Click here to enter text.](#)

Please provide details of the exposure including: the type/amount of fluid or material and the severity of exposure. For percutaneous injury, include depth of wound, gauge of needle, and whether fluid was injected. For a skin or mucous membrane exposure, include estimated volume of material, duration of contact, and condition of skin, e.g. chapped, abraded, or intact).

[Click here to enter text.](#)

Details about the exposure source including: whether to source material contained hepatitis B virus (HBV), hepatitis C virus (HCV); or human immunodeficiency virus (HIV). If the source was infected with HIV - the stage of disease, history of antiretroviral therapy, viral load and antiretroviral resistance information, if known.

[Click here to enter text.](#)

Details about the exposed person (e.g., hepatitis B vaccination and vaccine-response status):

[Click here to enter text.](#)

Details about counseling, post-exposure management and follow-up:

[Click here to enter text.](#)

Appendix B: MCAT Program Professionalism Self-Assessment

NAME _____

DATE _____

1= not at all \longrightarrow 5= consistently met

| Attendance | | | | | |
|---|---|---|---|---|---|
| I attended all class sessions as required | 1 | 2 | 3 | 4 | 5 |
| Timeliness | | | | | |
| I came to class/lab/informational sessions on time | 1 | 2 | 3 | 4 | 5 |
| I submitted assignments in a timely fashion | 1 | 2 | 3 | 4 | 5 |
| I submitted other required paperwork on time (lab results, immunizations etc.) | 1 | 2 | 3 | 4 | 5 |
| Preparation & Participation | | | | | |
| I came to class/lab prepared | 1 | 2 | 3 | 4 | 5 |
| I contributed significantly to class/lab | 1 | 2 | 3 | 4 | 5 |
| Attire | | | | | |
| I wore appropriate attire in class/lab as per Program policy | 1 | 2 | 3 | 4 | 5 |
| Behavior | | | | | |
| I demonstrated respect to instructor/faculty/staff | 1 | 2 | 3 | 4 | 5 |
| I demonstrated respect to classmates | 1 | 2 | 3 | 4 | 5 |
| I conducted myself in an honest, ethical, and professional manner | 1 | 2 | 3 | 4 | 5 |
| I demonstrated sensitivity and responsiveness to the culture, gender, age, disabilities, and ethnicity of others | 1 | 2 | 3 | 4 | 5 |
| If necessary, I recognized and took action to get beyond my shy personality and became appropriately assertive in my interactions with others. | 1 | 2 | 3 | 4 | 5 |
| Commitment to Learning | | | | | |
| I accepted responsibility for educational challenges and sought learning and/or remediation when necessary | 1 | 2 | 3 | 4 | 5 |
| Feedback | | | | | |
| I accepted constructive feedback and when necessary, adapted my behavior appropriately | 1 | 2 | 3 | 4 | 5 |

| Personal Responsibility | | | | | |
|--|---|---|---|---|---|
| I demonstrated an ability to work and function as part of a team | 1 | 2 | 3 | 4 | 5 |
| I followed through on tasks and commitments | 1 | 2 | 3 | 4 | 5 |
| I established positive rapport with others | 1 | 2 | 3 | 4 | 5 |
| Professional Responsibility | | | | | |
| I demonstrated flexibility, adaptability, and tolerance for change | 1 | 2 | 3 | 4 | 5 |
| I adhered to Program and School policies and procedures | 1 | 2 | 3 | 4 | 5 |
| I adhered to academic integrity | 1 | 2 | 3 | 4 | 5 |
| I maintained confidentiality standards | 1 | 2 | 3 | 4 | 5 |
| I have been committed to the ethical principles of the PA profession | 1 | 2 | 3 | 4 | 5 |
| I took initiative | 1 | 2 | 3 | 4 | 5 |
| I demonstrated appropriate self-confidence | 1 | 2 | 3 | 4 | 5 |
| I refrained from any impulsive, reactive behavior when frustrated or angry | 1 | 2 | 3 | 4 | 5 |