COLLEGE OF HEALTH AND HUMAN SCIENCES

DEPARTMENT OF HEALTH AND KINESIOLOGY

PURDUE ATHLETIC TRAINING PROGRAM

MSAT STUDENT HANDBOOK

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PURDUE

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INTRODUCTION

DIRECTOR'S WELCOME[1]

Welcome to the Master of Science in Athletic Training Program (MSAT) at Purdue University! This is an incredibly exciting time for you to begin this journey. The Purdue University MSAT was built to capitalize on the best of what graduate education has to offer and was forged from one of the longest tenured and historical accredited programs in the nation. Whether you are calling West Lafayette or Indianapolis home, the program is progressive in nature and embraces innovative teaching strategies that promote the application of learned material. Our sophisticated facilities in the Department of Health and Kinesiology offer flipped classrooms, standardized patients, live patient encounters, and early application experiences for all students. Upon completion of our program, you will have built a foundation in primary care and will be able to deliver quality, patient-centered care in a wide variety of clinical settings. We know these factors positively influence your education!

You will join an alumni base over 500 Purdue Athletic Training graduates who provide care to patients or work in education and administration. During your professional program, you will grow to appreciate a profession where you will never stop learning. The faculty and staff are here to support you and help you master the skills you will need for the journey. Your success is important to us, and we appreciate your choice in Purdue University.

BoilerUp!



Scott Lawrance, DHSc, LAT, ATC, MSPT, CSCS
Clinical Professor, Director of Athletic Training Education

PURPOSE AND AUDIENCE

The student handbook is published for the convenience of students enrolled in Purdue University's MSAT Program, as well as those who may be interested in the program. It outlines the requirements and expectations for students in the professional phase of the program. It is intended to supplement the Purdue University Student Code of Conduct, but not replace it. The handbook is revised annually with the most recent edition replacing all previous editions. The Purdue University MSAT Program reserves the right at any time to change, delete, or add to any of the provisions at its sole discretion. Furthermore, the provisions of this document are designed by the Purdue University MSAT Program to serve as firm guidelines rather than absolute rules, and exceptions may be made upon extenuating circumstances.

[1] This Handbook and several of the policies located throughout have been adapted from Athletic Training Division Undergraduate Student Handbook, The Ohio State University and from the Butler University Physician Assistant Program Student Handbook.

CONTACT INFORMATION

Program Address, Email, and Phone

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Athletic Training Program Administration

Program Director: Scott Lawrance, DHSc, LAT, ATC, MSPT, CSCS
Associate Program Director: Jessica Emlich Jochum, PhD, LAT, ATC
Director of Clinical Education: Jennifer Popp, EdD, LAT, ATC
Medical Director: Emily Krodel, MD and Todd Arnold, MD

Program Faculty

Core Faculty
The following individuals are Core Faculty in the MSAT Program:

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UNIVERSITY STRUCTURE

HHS

The College of Health and Human Sciences at Purdue University launched on July 1, 2010. The realignment of nine academic units into a new college was linked to Purdue's strategic plan, "New Synergies," which strived to elevate Purdue's reputation in the health and human sciences. The plan focuses on positioning the university to meet the challenges facing humanity, growing and creating opportunities for Indiana and the global economy, and enhancing student learning for success in a changing world.

In August 2009, a task force including the heads of the academic units (departments or schools) at Purdue that focus on human health and the human sciences proposed the realignment of their units to create a new College of Health and Human Sciences, dedicated to informing people's behavioral choices, improving their health, and enhancing their quality of life.

The task force identified many benefits of this realignment. Those benefits are closely related to the University's plan to enhance student access and success (e.g., by attracting increasingly talented and diverse undergraduate and graduate students), to promote discovery with delivery (e.g., by facilitating synergistic research), and to address global challenges (e.g., by increasing engagement with strategic partners both nationally and internationally).

On July 1, 2010, the new College of Health and Human Sciences (HHS) was established. HHS currently includes nine academic units: Health and Kinesiology; Health Development and Family Science, Health Sciences; Hospitality and Tourism Management; Nursing; Nutrition Science; Psychological Sciences; Public Health; and Speech, Language, and Hearing Sciences.

The nine academic units of the new college had been spread across three colleges (College of Liberal Arts; the former College of Pharmacy, Nursing, and Health Sciences; and the former College of Consumer and Family Sciences). By bringing the nine units into one college, we can enhance student learning, faculty collaborations, and community outreach aimed at improving health and quality of life.

HK

Although the Department of Health and Kinesiology has a relatively short history under its present structure that dates back to 1976, our roots are grounded in the 1920s with the formation of separate departments of Women's Physical Education and Men's Intercollegiate Athletics, Intramurals and Physical Education. Its rich history of scholarship, teaching, and service has paved the way for an exciting future into the 21st century.

The Department of Health and Kinesiology is one of nine departments within the College of Health and Human Sciences at Purdue University with a unique set of responsibilities:

- The preparation of scholars who will contribute to knowledge and understanding of human behavior across the life span within the contexts of health, movement, and sport sciences, and health and fitness;
- The preparation of professionals as teachers, coaches, athletic trainers, health education/promotion specialists, and health and fitness service providers and managers;
- And more importantly, the preparation of students who seek knowledge, experiences, and skills in various areas of study (i.e., athletic training; health promotion; health and fitness; exercise physiology; sport psychology; sport, fitness and health management; sport and health pedagogy; motor development; biomechanics; motor control; and others).

The Department of Health and Kinesiology is committed to extending and enhancing its academic reputation by strengthening research and scholarship, offering curricula consistent with contemporary knowledge and practices, attracting and preparing highly qualified students, and concentrating its energies on developing and maintaining programs of excellence. Programs of study at the undergraduate and graduate levels lead to Bachelor of Science, Master of Science, and Doctor of Philosophy degrees. Approximately 750 undergraduate students and 70 graduate students are enrolled in the department.

The Department of Health and Kinesiology recognizes its obligation to maintain a spirit of community, support depth and breadth of scholarly interests and diversity of ideas, and foster cooperative efforts in scholarship, teaching, and service. It recognizes its obligation to contribute to society and the quality of

life relative to its responsibilities and commitments. We hope this brief overview leads to further exploration of our web site. Please get to know our programs, faculty, staff, and our students on this site. We look forward to hearing from you if you need further information. Best wishes.

ATHLETIC TRAINING PROFESSION

CAATE

The purpose of the Commission on Accreditation of Athletic Training Education (CAATE) is to develop, maintain, and promote appropriate minimum education standards for quality for professional (entry-level) athletic training programs. CAATE is sponsored by the American Academy of Family Physicians, the American Academy of Pediatrics, the American Orthopedic Society for Sports Medicine, and the National Athletic Trainers' Association (NATA).

The Standards for the Academic Accreditation of Professional Athletic Training Programs (Standards) are used to prepare entry-level athletic trainers. Each institution is responsible for demonstrating compliance with these Standards to obtain and maintain recognition as a CAATE-accredited professional athletic training program. The Purdue ATP is a CAATE-accredited program, gaining initial accreditation in 1996. The ATP will next go through a detailed re-accreditation process in 2027-2028.

NATA

The National Athletic Trainers' Association (NATA) is the professional membership association for certified athletic trainers and others who support the athletic training profession. Founded in 1950, the NATA has more than 35,000+ members worldwide today. The majority of certified athletic trainers choose to be members of NATA to support their profession and to receive a broad array of membership benefits. By joining forces as a group, NATA members can accomplish more for the athletic training profession than they can individually.

BOC

The Board of Certification, Inc. (BOC) was incorporated in 1989 as a not-for-profit credentialing agency to provide a certification program for entry-level Athletic Trainers (ATs). The BOC establishes and regularly reviews both the standards for the practice of athletic training and the continuing education requirements for BOC Certified ATs. The BOC has the only accredited certification program for ATs in the US. Students graduating from the Purdue ATP are prepared to sit for the BOC certification examination. First time passing rates for Purdue ATP graduates compared to national first-time passing rate averages are provided on the athletic training program website.

FOUNDATION

The current NATA Foundation was incorporated in 1991 and established with grants from the NATA and Johnson & Johnson. The NATA is the parent organization of the NATA Foundation.

Without research, the profession will not continue to advance. The NATA Foundation's work benefits every athletic trainer and every company associated with the profession, as well as the physically active community at-large. The NATA Foundation leadership is dedicated to continuing this good work and elevating the status of the profession. The official name is the National Athletic Trainers' Association Research and Education Foundation. Acceptable abbreviations are NATA Research and Education Foundation and NATA Foundation.

Students in the Purdue ATP have the opportunity to submit for research grants and scholarships through the Foundation, as well as, submit their academic products for national dissemination through the Foundation Free Communication Program.

PAC

NATAPAC, a political action committee connected to the National Athletic Trainers' Association, is a federal group that provides campaign contributions to approved candidates on behalf of NATA. NATAPAC will give primarily to candidates for the United States Senate or United States House of Representatives. It is a nonpartisan group.

Separately incorporated, NATAPAC operates under its own bylaws and is governed by the NATAPAC Board of Directors. Each NATA district has a representative on the NATAPAC Board. Per FEC restrictions, NATAPAC will only accept contributions from NATA members.

A political action committee is a private group that bands together to support candidates for public office. The Federal Election Commission sets rules governing PACs in the United States.

Students in the Purdue ATP will have the ability to contribute to the PAC as they feel appropriate.

WFATT

The World Federation of Athletic Training and Therapy (WFATT) is a coalition of health care professionals in the fields of sport, exercise, injury/illness prevention and treatment. The primary objective of the WFATT is to promote the highest quality of health care and functional activity through the collaborative efforts of its members. The World Federation of Athletic Training & Therapy exists to:

- Create a global forum for exchanging non-binding information about health care for active populations, including academic preparation and professional practice through meetings and communications vehicles.
- Provide the opportunity for collaborative research efforts among members to improve the quality of health care to active populations.
- Provide information regarding professionals and organizations that deliver health care to active populations.
- Promote the development of international and domestic relationships with health care, sports and governing bodies.

Purdue University has a long history of involvement with each of the professional leadership association. Many alumni, staff, and faculty have served as board members, directors, or as presidents within the different societies. Students in the MSAT Program will have the ability to be involved and participate in each society at a high level if they choice to engage in leadership opportunities.

ATHLETIC TRAINING PROGRAM AT PURDUE UNIVERSITY

HISTORY

The first practitioners of athletic training were actually the ancient Greeks, who employed a rudimentary knowledge of anatomy, physiology, and nutrition to assist athletes in achieving a peak of physical conditioning specifically for their ancient games. The athletic training profession, as we now know it,

came into existence in the late 19th century with the firm establishment of intercollegiate and interscholastic athletics in the United States. The original "trainers" of this era were typically men who hung around the athletic facilities and "rubbed down" the athlete. Since they possessed virtually no technical knowledge, their treatments usually consisted of a rub down with some type of balm, and the occasional use of various folk remedies and poultices. Many of the early "trainers" were persons of dubious character. This reputation has resulted in a long struggle for credibility by those educated and professionally-qualified athletic trainers who have followed them.

The modern certified athletic trainer is concerned with the well-being of the athlete and generally assumes the responsibility for overseeing the total health care for the athlete. Participation in sports places the athlete in a situation in which injury is likely to occur. Fortunately, most of the injuries are not serious and lend themselves to rapid rehabilitation. However, the certified athletic trainer must be prepared and capable of dealing with any type of trauma or catastrophic injury that may occur.


Mr. William "Pinky" Newell

Purdue's history of athletic training education is long and rich. The legacy of athletic training at Purdue belongs to William E. "Pinky" Newell. Universally recognized as a founding father of modern athletic training, Mr. Newell served as Head Athletic Trainer at Purdue from 1949 through 1976. He served as Executive Secretary for the National Athletic Trainers' Association, Inc. (NATA) from 1955 to 1968 and saw the profession triple in size and become recognized as an allied health profession by the American Medical Association. Mr. Newell was a strong advocate of formal education for athletic trainers and stressed this ideal long before the concept of an "accredited curriculum" became a reality. It was no surprise then that Purdue University was early to initiate the formal educational process for athletic trainers. Purdue received initial NATA approval for the Athletic Training Program in 1973 and was re-approved in 1978, 1983, and 1988. In 1986, the program was officially recognized as an academic major within the Department of Health & Kinesiology. Initial CAAHEP accreditation was granted in 1995 with continuing accreditation awarded in 2000, 2007, and 2017. The program is currently accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

Planning for the new MSAT program began in 2017 and continued over the next two years. In 2019, the AT faculty proposed the MSAT coursework and program to the HK faculty. The Purdue Board of Trustees gave its final approval in October 2021 with full approval by the Indiana Higher Education Commission achieved in December 2021. The first admission cycle yielded 6 students who started the program in August 2022. The program consists of academic coursework offered by the Department of Health & Kinesiology and clinical education experiences with the Division of Intercollegiate Athletics (ICA), the Division of Recreational Sports (RSC), and the Purdue University Student Health Center (PUSH), as well as several off-campus sites. Purdue is a member of the Big Ten Conference and offers nine men's and nine women's sports at the NCAA Division I level.

OVERVIEW

The MSAT Program of the Department of Health and Kinesiology leads to a Master of Science in Athletic Training degree and eligibility to sit for the national certification examination offered by the Board of

Certification for the Athletic Trainer (BOC). The professional Athletic Training Program is a highly competitive 2-year professional degree program with a progressive sequence of related theoretical coursework and intensive clinical education experiences.

The current Program Director of the Athletic Training Program is Dr. Scott Lawrance. Dr. Lawrance started in this position in 2017 after spending the 2016-2017 academic year as the Program Director-designee. He serves as District 4 Director to the National Athletic Trainers' Association Board of Directors and is a past-president of the Indiana Athletic Training Licensure Board, past chair of the NATA State Association Advisory Committee, past-president of Great Lakes Athletic Trainers' Association and pas-president of the Indiana Athletic Trainers' Association. He has been named a Most Distinguished Athletic Trainer by the National Athletic Trainers' Association and is a member of the Indiana Athletic Trainers' Association Hall of Fame. Dr. Lawrance took over program director responsibilities from Dr. Larry Leverenz. Dr. Leverenz was at Purdue from 1991 to 2017, but continues to be involved in the program as an emeriti clinical professor. Dr. Leverenz is a former member of the NATA Education Council, is a past-president of CAAHEP, Past-President of the World Federation of Athletic Training and Therapy, and a member of the NATA Hall of Fame.

GUIDING PRINCIPLES

Vision

The Purdue Athletic Training Program is student-centered, developing highly proficient clinicians and leaders within the profession.

Mission

Our program provides an engaged and supportive learning environment where students deliver interdisciplinary, patient-centered care to a diverse patient population, resulting in clinicians prepared to excel in a variety of settings. Active professional, clinical, international and scholarly experiences cultivate students and graduates who become transformational leaders of the profession.

Values

At Purdue, we believe in a set of guiding principles that shape our culture, drive our decisions, and define our identity. These principles are not just words on a page; they are the essence of who we are and how we operate. We call this ethos the Boilermaker Way.

Excellence: We aim high in the classroom, in the clinic, and in character. Excellence at Purdue means holding ourselves accountable to the highest standards, striving for growth, and delivering with integrity in all we do.

Family: We're more than a program, we're a Boilermaker family. We show up for one another, celebrate the wins, and stick together through the hard stuff. Everyone belongs, and everyone matters.

Engagement: We grow by getting involved. Whether mentoring a peer, serving the profession, or advocating for patients, we lead through engagement. Boilermakers seek opportunities to contribute, learn, and shape the future of athletic training.

Belonging: Our strength lies in the range of perspectives and experiences that shape who we are. Boilermakers create space for respect, curiosity, and shared growth because thoughtful care starts with understanding one another.

Innovation: We pursue progress that matters. Through creative thinking and open-minded collaboration, we push past the familiar to find better ways to learn, lead, and care. Boilermakers are less about flash and more about forward motion.

Living the Boilermaker Way
The Boilermaker Way is not just a set of values; it's a way of life. It's about embodying these principles in everything we do, from how we treat each other to how we approach our work. By embracing excellence, family, engagement, belonging, and innovation, we uphold the legacy of Purdue Athletic Training and pave the way for a brighter future together.

General Expectations

As an athletic training student, the faculty has high expectations of you. We expect you to be diligent in your efforts, to be prompt, to conduct yourself with the highest degree of decorum, to be academically sound and to represent yourself, our faculty/staff and Purdue University with professionalism.

Just as we have high expectations of you, we; as a faculty and staff, also have a responsibility to you. You can expect:

1. **A great education.** You will have the opportunity to earn your degree from Purdue University.
2. **A demanding faculty/staff.** You can expect us to push you diligently in the classroom and in clinical experiences.
3. **An involved faculty/staff.** You can expect constant monitoring of your academic progress and clinical performance in the athletic training facility.
4. **A helpful faculty/staff.** You can expect us to work very hard with you and for you.
5. **A faculty/staff committed to success.** You can expect us to give the necessary effort to make our program successful and progressive.
6. **Honest and fairness.** You can expect us to treat you in a respectful manner.
7. **An accessible faculty/staff.** The faculty and staff will be available for assistance, guidance, or just small talk.
8. **Great teachers, athletic trainers and leaders.** We will work to assist you in reaching your potential to become the best athletic training student that you can be, while developing characteristics within you that will last a lifetime.
9. **Opportunities.** You will have many opportunities to observe athletic trainers and other health care providers in high schools, clinics, hospitals and professional teams, physician, nurse practitioners and physical therapists.
10. **Memories.** You will develop great memories and friendships that will last a lifetime at Purdue University.

STUDENT LEARNING OUTCOMES

1. Incorporates evidence-based practice to provide patient-centered care.

1.1. Uses PROMs, CPRs, test psychometrics during care process.
1.2. Implements the steps of evidence-based practice to drive clinical decision making.
1.3. Use systems of quality assurance and quality improvement to enhance patient care.

2. Deliver care as part of a collaborative health care team.
   2.1. Understands the roles of health care providers within the healthcare system.
   2.2. Engages in interprofessional education to foster professional socialization.
   2.3. Provides athletic training services in an interprofessional manner congruent with professional practice.
3. Demonstrate proficient athletic training knowledge and clinical skills.
   3.1. Collect patient information with respect for individual differences in race, ethnicity, gender, sexual orientation, religion, (and more - cultural competence)
   3.2. Uses athletic training knowledge to assess injuries and illnesses to formulate differential diagnoses.
   3.3. Forms a comprehensive care plan, including patient education and self-care, to meet the goals of the individual.
   3.4. Recognize, triage, and manage emergency situations and medical conditions.
   3.5. Promotes wellness and implements injury/illness prevention and risk management programs.
   3.6. Utilizes athletic training administration skills to advance clinical practice.
4. Equip students with skills and experiences to become a transformational leader in their community, practice, and profession.
   4.1. Be active participants in the professional associations of athletic training.
   4.2. Engage in high-quality clinical experiences that will increase understanding of diverse practice settings, while contributing to the advancement of the clinical site.
   4.3. Appreciate the athletic training professions' move toward globalization and the differences in delivery of athletic health care around the world. International
   4.4. Participate in the collection and dissemination of scholarly information impactful to the profession.
5. Prepare students for successful transition and entry into the athletic training profession.
   5.1. Deliver foundational and advanced profession-specific knowledge, skills, and abilities so students successfully challenge the Board of Certification examination.
   5.2. Engage with clinical education sites which provide students with exposure to a variety of patient populations and employment settings.
   5.3. Use student-driven experiences guided by invested faculty and preceptors who foster a student-centered, inclusive culture leading to lifelong professional development and a commitment to "PurdueAT".

ACADEMIC PROGRAM

LENGTH AND STRUCTURE

The MSAT Program at Purdue University currently consists of five academic semesters over two years where students engage in full-time study and clinical immersion. Year one students complete Fall, Spring, and Summer semesters. Year two students complete Fall and Spring semesters before graduating in May of Year 2 with a Master of Science in Athletic Training degree. Students who

complete all requirements will be eligible to take the Board of Certification Athletic Training National Certification Examination.

Students are selected through a competitive admissions process (described below) to enter the program. The program is designed assuming full-time enrollment and there is no provision for completing the program in fewer than 2 years, over an extended part-time enrollment model, through distance education or fully on-line models. Students will be required to complete May and/or Summer Term enrollment between year 1 and 2. Many required fieldwork experiences extend through university breaks including Thanksgiving, winter, and spring breaks.

ADMISSION REQUIREMENTS

Admission into the MSAT program is competitive and there are a limited number of spots available annually. Completion of the application does not guarantee admission into the program.

All applications will be processed through Athletic Training Centralized Application System (ATCAS). The application portal will open prior to July 1st each year with a priority admissions deadline of November 1st. After that, all applications are reviewed on a rolling basis by the selection committee immediately upon submission. Admissions will continue until the cohort is filled for the following year. The deadline to apply for admission each year is April 1st.

The MSAT Program has three potential routes for admission, 1) admission following completion of an undergraduate degree, 2) completing the combined degree program through the Purdue Department of Health and Kinesiology that pairs the undergraduate kinesiology degree with the MSAT degree, or 3) admission as an AT Scholar and completion of all requirements in that program.

Regardless of entry, all applicants must:

- Have completed a B.S. or B.A degree at an accredited post-secondary institution **or** participate in the Purdue combined undergraduate-graduate degree program (BS in Kinesiology/Master of Science in Athletic Training).
- Have an undergraduate cumulative GPA of 3.00 or higher. Students with a GPA below 3.00 may be considered for conditional admission.
- Submit official transcripts from each post-secondary institution attended, including transfer credits.
    - We accept coursework from community colleges and online accredited universities (i.e. Purdue Global). AP/CLEP coursework may be accepted if listed on a college transcript.
- Have a minimum grade of C- or better in all prerequisite courses (see below).
- Submit their application to the ATCAS.
- Submit a personal statement of interest.
- Supply two letters of recommendation. One of the letters must be from an athletic trainer or physician.
- Complete a minimum of 75 hours of observation under a Certified Athletic Trainer. Diversity of setting is preferred, but not required.
- Interview with the athletic training faculty (both in-person and virtual interviews are offered).
- The GRE is NOT required for admission

Prerequisites

Course Required	Minimum Credit Hours	Purdue-WL Equivalent	Other
Biology	3	BIOL 11000 or similar	Lab preferred, but not required.
Chemistry	3	CHM 11100 or similar	Lab preferred, but not required.
Physics	3	PHYS 22000 or similar	Lab preferred, but not required.
Human Anatomy	3	BIOL 20300 or similar	May be taken combined with Human Physiology (2 semesters minimum if combined).
Human Physiology	3	BIOL 20400 or similar	May be taken combined with Human Anatomy (2 semesters minimum if combined).
Psychology	3	PSY 12000 or similar	
Statistics	3	STAT 30100 or similar	
Nutrition	3	NUTR 30300 or similar	
Exercise Physiology	3	HK 36800 or similar	
Biomechanics or Kinesiology	3	HK 26300 or similar	
Medical Terminology	2	HSCI 13100 or similar	May be online-only course.

Evaluation of Prerequisite Courses

Some students may have coursework that differs in title or in credit hour from the list above. If the student has a course they feel meets a prerequisite, they may request evaluation of this course by the program director who will make a determination if the content is consistent with the desired prerequisite course.

Selection of Students

The Athletic Training Admissions Committee is comprised of the core AT faculty. The committee considers many factors in making its final admission selections including:

1. Overall GPA in all coursework. A minimum GPA of 3.0/4.0 is required by the graduate school for admission. However, unusual circumstances and other factors may allow a student to be admitted if they have less than a 3.0/4.0 GPA.
2. GPA and individual grades for prerequisite coursework. A minimum GPA of 2.75/4.0 all prerequisite courses is required for application to the program. Again, unusual circumstances and other factors may allow a student to be admitted if they have less than a 2.75/4.0 GPA. The committee will be looking for grades of C- or better in these courses.
3. Personal Statement. Each applicant should have a well written statement that articulates their motivations to become an athletic trainer, why they want to study at Purdue, and where they project their career to go in the future.
4. Personal interview. Questions in the personal interview are intended to derive information about the student's athletic training, personal, and academic background. Interviews will be evaluated on the basis of how the student handled the interview and on how the questions were answered.
5. Letters of recommendation. These letters should be related to the applicant's ability to function in an allied medical setting i.e., patient-athletic trainer relationship. The letter should detail the

applicant's personality and work habits, as they would pertain to a career in athletic training. The applicant's desire for and dedication to a career in athletic training should be discussed. One letter must be submitted by a physician or athletic trainer.

INTERNATIONAL APPLICANTS

International students are important to the fabric of the Purdue student community; however, no special consideration is granted for an international student. If you are a student looking to study in the United States under an F-1 or J-1 visa, we hope you will consider Purdue University. International students must have a TOEFL score and evaluation of any international transcripts. Please note that this takes additional time. Deadlines will not be extended for these purposes. A TOEFL score of 80 (internet-based test) meets Purdue University's English language proficiency requirements. Purdue's TOEFL school code is 1631. Please contact the International Students and Scholars Office at intl-admissions@purdue.edu or (765) 494-4600 for guidance and/or questions regarding TOEFL or credential and/or transcript evaluation. The International Students and Scholars website (http://www.iss.purdue.edu/admission/) has additional information on admission requirements and processes.

TRANSFER STUDENT POLICY

Students previously enrolled in another CAATE-accredited professional master's degree athletic training program who wish to transfer to Purdue University may be considered for admission on an individual basis. Admission of transfer students is contingent upon available cohort capacity, faculty resources, and clinical education placement availability.

Students transferring into the Athletic Training Program must complete the entire second year of the curriculum (Fall and Spring semesters), including all required immersive clinical education experiences, at Purdue University. Transfer credit is therefore limited to coursework completed during the first year of a prior CAATE-accredited professional athletic training program and remains subject to Graduate School transfer credit limitations and program approval.

In accordance with policies established by the Office of Graduate Students and Postdoctoral Scholars, students may transfer up to 49% of the total program credits (34 of 69 credits) at the discretion of the Director of Athletic Training Education. Application materials used for admission to the student's previous athletic training program may be accepted as meeting Purdue's application requirements. However, potential transfer students will be required to complete a Purdue graduate program application.

Applicants seeking transfer admission must be eligible to continue in good academic and professional standing within their current or previous athletic training program. The Athletic Training Program will evaluate each applicant individually to determine appropriate placement and likelihood of success within the curriculum. Factors considered may include prerequisite coursework, professional athletic training coursework, clinical education experiences, academic performance, and professional conduct history.

Transfer applicants must provide documentation necessary for evaluation, which may include official transcripts, course syllabi, clinical education records, competency evaluations, academic assignments, and other materials deemed necessary by the Athletic Training Admissions Committee. The committee

will review submitted materials to determine course equivalencies, completion of applicable CAATE Standards, and eligibility for transfer credit. Because of the individualized nature of this review, students should allow sufficient time for the evaluation process.

The Program reserves the right to require additional assessment of knowledge, skills, and clinical competencies prior to awarding transfer credit or determining placement within the curriculum. Such assessments may include written examinations, practical assessments, OSCEs, or review of prior clinical performance evaluations.

Acceptance of transfer credit does not guarantee completion of the program within a specific timeframe. Students admitted through the transfer process are subject to all Athletic Training Program, Graduate Office, and University requirements related to progression, retention, professional conduct, graduation, and degree completion.

Final determinations regarding transfer admission, transfer credit, clinical education equivalencies, and student placement within the curriculum rest with the Director of Athletic Training Education in consultation with the Athletic Training Admissions Committee.

STUDENT ADVISING AND SCHEDULING

Professional phase students continue to be advised by a faculty member from the Athletic Training Program. Faculty advisors are assigned upon program admission.

Advisors provide guidance to students in planning their program of study; however, students are ultimately responsible for planning and completing all required coursework and fieldwork outlined in this handbook. Students should make an appointment to meet with their faculty advisor at least once each term. Advising includes much more than course scheduling and students are encouraged to develop strong mentoring relationships with their advisor.

GRADUATION REQUIREMENTS

In order to earn the Master of Science in Athletic Training degree, students must meet the following requirements of the University and the program:

- Complete all Athletic Training Program course requirements
- Maintain a Grade Point Average (GPA) of at least a 3.0/4.0
- Complete all clinical education requirements and be in good standing at the time of graduation
- Demonstrate *competence* through academic and clinical evaluation in all CAATE Standards
- Earn a total of 50 Professional Development Units (PDUs)
- Submit an academic product for presentation and/or publication
- Complete at least five semesters of full-time enrollment at Purdue University
- Be enrolled in the Athletic Training Program at the time of graduation

Fulfillment of graduation requirements is tracked by your faculty advisor and by the departmental graduate coordinator. Students should review their Degree Audit with their advisor on a regular basis to ensure progress toward graduation.

ACADEMIC RETENTION POLICY AND EXPECTATIONS

Academic Progression

To maintain satisfactory academic standing within the Athletic Training Program, students must meet all progression benchmarks at each evaluation point. Students are required to earn a minimum cumulative GPA of 3.0 to remain in good academic standing. Additionally, a grade of C- or better must be earned in all required courses. Any course in which a student earns below a C- must be retaken, and students are permitted only one retake per required course during their time in the program.

In addition to academic coursework, students are required to demonstrate clinical competency by successfully passing a summative Objective Structured Clinical Examination (OSCE) at the conclusion of each designated semester. A minimum score of 80% is required to pass the OSCE. Students who do not meet this benchmark are permitted one retake per OSCE. Failure to pass the OSCE on the second attempt constitutes a failure to meet progression standards and may result in probation or further disciplinary action as outlined in the retention policy.

Students must satisfy all progression requirements in a timely manner in order to continue through the program. Failure to do so will result in formal review and may lead to academic probation, suspension, or dismissal.

Academic Retention

Students who do not meet progression standards at any evaluation point will be placed on academic probation. Probationary status is initiated immediately following the failure to meet GPA, course grade, or OSCE requirements, and remains in effect until the student demonstrates satisfactory progress through successful completion of all outlined remediation. While on probation, students will be required to meet with their academic advisor on a regular basis, determined by the program director, to help remediate areas of concern.

If a student fails to meet progression standards a second time, regardless of whether the failure occurs in the same semester or in consecutive evaluation periods, the student will be suspended from the program. Suspension requires the student to take a temporary leave from both academic and clinical components of the program. Reinstatement following suspension requires submission of a formal request for re-entry, documentation of remediation efforts, and approval by the program's Progress Committee. Students are permitted only one suspension during the course of the program.

Should a student fail to meet academic progression standards for a third time, or if the student fails to meet the terms of reinstatement following suspension, they will be dismissed from the program. Dismissal may also occur at any point due to significant and/or severe violations of professional standards, academic dishonesty, ethical misconduct, or behavior that endangers patient safety. Dismissed students are not eligible to reapply to the program.

Appeal Process

Students have the right to appeal any decision related to probation, suspension, or dismissal. To initiate an appeal, the student must submit a written request to the Program Director within ten (10) business days of receiving the original decision. The appeal must clearly articulate the grounds for appeal, relevant supporting information, and the resolution being requested.

Upon receipt of an appeal, an ad-hoc Appeals Panel will be convened within fifteen (15) business days. The panel will consist of the Program Director (serving as a non-voting chair), the Department's

Graduate Coordinator, the Director of Sports Medicine, and two additional faculty members (one from the program and one external to the program) selected for their expertise in academic and clinical education. Any panel member with a conflict of interest will recuse themselves and be replaced to ensure impartiality.

The student will be given the opportunity to present their appeal in person or in writing and may bring a non-legal advisor to the hearing. The panel may request additional documentation or testimony as needed. A written decision will be provided to the student within ten (10) business days following the conclusion of the appeal hearing.

If the student disagrees with the outcome of the Appeals Panel, a final written appeal may be submitted to the Associate Dean of Graduate Studies or equivalent institutional official within seven (7) business days. The decision of the institutional authority is final and not subject to further review.

COURSEWORK

The MSAT Program provides all of the required content necessary to meet CAATE accreditation requirements and for student to be eligible for the BOC Certification examination. This is a large amount of required content, and the MSAT plan of study has been carefully constructed to offer it in a planned, logical sequence leading to progressively increasing student competence. The plan includes extensive coursework and clinical fieldwork requirements that must be taken sequentially.

See the university course catalog for individual course descriptions.

Professional Courses

These are required professional content courses offered in the professional phase and are open only to professional phase students or by permission of the instructor in consultation with the Program Director.

Didactic Coursework (45 Credit Hours)

- HK 50000 - Introduction To Athletic Training Practice (3)
- HK 50600 - Evidence Based Practice In Athletic Training (2)
- HK 51500 - Emergency Medical Management In Athletic Training (4)
- HK 52000 - Evaluation and Management of the Lower Quarter (3)
- HK 53000 - Evaluation and Management of the Upper Quarter (3)
- HK 53500 - Athletic Training Interventions (3)
- HK 54000 - Evaluation and Management of the Spine and Head (3)
- HK 54500 - Therapeutic Modalities (3)
- HK 55000 - Evaluation and Management of Medical Conditions (3)
- HK 55500 - Principles of Manual Medicine (2)
- HK 56000 - Advanced Procedures In Athletic Training (2)
- HK 63000 - Administration Of Athletic Training Programs (2)
- HK 63500 - Injury Prevention and Health Promotion (3)
- HK 64000 - Leadership In Athletic Training (2)
- HK 64500 - Psychosocial Interventions In Athletic Training (2)
- HK 65000 - Seminar In Athletic Training (3)
- HK 66000 - Diagnostic Imaging In Athletic Training (1)

Clinical Fieldwork Coursework (25 Credit Hours)

- HK 54100 - Athletic Training Practicum I (2)
- HK 54200 - Athletic Training Practicum II (2)
- HK 54300 - Athletic Training Practicum III (2)
- HK 58300 - Patient Care Simulation In Athletic Training I (2)
- HK 64100 - Athletic Training Practicum IV (8)
- HK 64200 - Athletic Training Practicum V (6)
- HK 68300 - Patient Care Simulation In Athletic Training II (3)

Semester by Semester Plan of Study

Fall Semester, Year One		
Cr.	**Course #**	**Course Title**
3	HK 50000	Introduction to Athletic Training Practice
2	HK 50600	Evidence-Based Practice in Athletic Training
4	HK 51500	Emergency Medical Management in Athletic Training
3	HK 52000	Evaluation and Management of the Lower Quarter
3	HK 54000	Evaluation and Management of the Spine and Head
2	HK 54100	Practicum in Athletic Training I
Total Credit Hours: 17		

Spring Semester, Year One		
Cr.	**Course #**	**Course Title**
3	HK 53000	Evaluation and Management of the Upper Quarter
3	HK 53500	Athletic Training Interventions
2	HK 54200	Practicum in Athletic Training II
3	HK 54500	Therapeutic Modalities
3	HK 55000	Evaluation and Management of Medical Conditions
2	HK 58300	Patient Care Simulation in Athletic Training I
Total Credit Hours: 16		

Summer, Year One		
Cr.	**Course #**	**Course Title**
2	HK 54300	Practicum in Athletic Training III
2	HK 55500	Principles of Manual Medicine
	OR HK 59000	Specialty Certification in Athletic Training
2	HK 56000	Advanced Procedures in Athletic Training
Total Credit Hours: 6		

Fall Semester, Year Two		
Cr.	**Course #**	**Course Title**
2	HK 63000	Administration of Athletic Training Programs
3	HK 63500	Injury Prevention and Health Promotion
8	HK 64100	Practicum in Athletic Training IV
2	HK 64500	Psychosocial Interventions in Athletic Training
Total Credit Hours: 15		

Spring Semester, Year Two		
Cr.	**Course #**	**Course Title**
2	HK 64000	Leadership in Athletic Training
6	HK 64200	Practicum in Athletic Training V
3	HK 65000	Seminar in Athletic Training
1	HK 66000	Diagnostic Imaging in Athletic Training
3	HK 68300	Patient Care Simulation in Athletic Training II
Total Credit Hours: 15		

SCHEDULING CONFLICTS BETWEEN COURSES AND CLINICAL FIELDWORK

The MSAT Program plan of study was constructed to minimize the impact of conflicts between coursework and clinical fieldwork by separating both entities. Classroom time is dedicated for classroom activities and clinical education time is for clinical education.

Should a conflict arise between course requirements and clinical fieldwork time, the program director or associate program director will have the ability to remediate the situation to ensure continuity of education.

PROGRAM GRADING SCALE COURSE WEIGHTING

In all didactic coursework, written and oral examinations will count for no less than 50% of course grade.

In clinical fieldwork courses, all academic products (tests, quizzes, OSCEs, projects) will count for no less than 50% of the total grade and Preceptor Evaluations will count for no less than 30% of the final course grade.

The remaining percentages and weighting will be at the discretion of the instructor and will differ by course. These percentages must be made available to the student in the syllabus prior to the start of the course.

PROGRAM GRADING SCALE

Grades for all courses and clinical rotations in the PA curriculum are assigned by the faculty of record. The following programmatic grading scale will be used:

A+ > 100%	B+ = 88.0-89.9%	C+ = 78.0-79.9%	D+ = 68.0-69.9%
A = 93.0-99.9%	B = 83.0-87.9%	C = 73.0-77.9%	D = 63.0-67.9%
A- = 90.0-92.9%	B- = 80.0-82.9%	C- = 70.0-72.9%	D- = 60.0-62.9%
			F = 59.9% and below

STUDENT COURSE EVALUATION

Each semester, students are given the ability through the University to evaluate their academic courses and instructors. These evaluations are reviewed and used to make improvements in faculty teaching, individual courses, and the overall curriculum. Therefore, constructive student feedback is extremely important. It is the policy of the MSAT Program that ALL students should complete a course evaluation in all courses required as part of their degree plan of study.

STUDENT GRIEVANCES

Students who wish to file an appeal of a final course grade may do so by following the established procedures of the University. These can be found on the Office of Student Rights and Responsibilities website [details].

For grievances or appeals concerning discrimination and/or harassment, students should follow the procedures offered through the Office of Institutional Equity [details].

ACADEMIC COUNCIL

At the end of each academic year, the AT Program Director will hold Academic Council with the students to discuss the curriculum and clinical fieldwork experiences of the students. The graduating cohort will select two to three representatives to discuss all matters of the program confidentially. Results will be used for quality improvement, to track programmatic changes, and to give students a voice in the processes of the ATP.

PROGRAM FEES AND ADDITIONAL COSTS

There are no additional fees for the athletic training program in addition to tuition and living expenses. Differential tuition is in place that allows the program to pay for many out-of-pocket expenses previous students incurred during the course of their time in the ATP. This includes:

- Classroom supplies
- Student Liability Insurance
- Criminal background check for clinical education sites
- Influenza Immunization
- Tuberculosis skin test
- Drug Screen
- CPR certification and CPR/AED face shield
- Clinical Name Badge
- National Athletic Trainer's Association (NATA) student membership
- Preceptor and clinical site placements

Additional costs to the student may occur from time to time that are not included in tuition. These can include (not a comprehensive list):

- Attendance at professional conferences: Variable
- Transportation costs for off-campus clinical experiences: $300-$500 per semester
- Immunization titers (if needed): Up to $250
- Clothing to meet dress code requirement: Variable

CREDENTIALING

Certification

The entry-level credential for the practice of Athletic Training is “Certified Athletic Trainer” or “ATC®” and is awarded by the Board of Certification (BOC). To become a holder of the ATC® credential, students must complete their program of study and pass the BOC’s Athletic Trainer certification examination (see www.bocatc.org). Students are encouraged to begin the registration process as early

as the final year in the professional phase of the program, however the national certification examination may not be taken until a student's final semester prior to graduation. We encourage all students to plan for the June examination following completion of the program. Students who are registered for the exam but who subsequently need to repeat a course or are otherwise planning to delay their graduation must contact the BOC and delay their taking of the Board exam. Students who pass the exam are not certified and are not eligible for licensure until after they graduate. Applying for the exam is solely the student's responsibility. It is not possible for the Athletic Training Program to register a student for the exam.

Licensure

Presently, all states regulate the practice Athletic Training, although not all require licensure within their state. Nearly all requiring the ATC® credential as part of the regulatory process. In Indiana, a license is required to practice Athletic Training. Licensure information is available from the Indiana Athletic Trainers Board.

The use of the term "athletic training student" is specifically defined and governed by Indiana law to mean a student enrolled in a program that leads to eligibility for certification / licensure. "Athletic Training Students" are exempt from the requirement to hold a license to practice Athletic Training in Indiana provided that their practice is part of their educational program. Practicing Athletic Training outside of clinical fieldwork assigned by the ATP is illegal and amounts to practicing without a license.

National Provider Identifier (NPI Number)

Although not currently required for certification or licensure, Athletic Training professionals are encouraged to obtain a National Provider Identifier (aka NPI number) from the National Plan and Provider Enumeration System (http://www.nppes.cms.hhs.gov). An NPI number is required for insurance and billing/reimbursement for services linked to the national Centers for Medicare and Medicaid (CMS).

Students should register to obtain their NPI number in their second year in the professional phase of the program. Upon obtaining their license to practice, graduates need to update their NPI registration status from student to professional. Instructions for obtaining your NPI number are available via the NATA website at: https://www.nata.org/practice-patient-care/revenue-reimbursement/national-provider-identifier-npi or can be found in your second year course in the Advocacy unit of HK 64000.

STUDENT SAFETY AND CAPABILITY REQUIREMENTS AND POLICIES

The ATP is committed to the health, safety and well-being of our students and patients and have implemented requirements to help ensure these. Failure to meet or maintain any of the following disqualifies the student from continuing in the program unless and until such time as the student is able to regain compliance.

DOCUMENTATION TRACKING

Typhon

The ATP uses a secure online software package called Typhon to track a variety of student information including compliance with documentation, clinical fieldwork hours tracking, and clinical fieldwork evaluations. Upon program admission, students are issued a Typhon account and login information. A

variety of items necessary for fieldwork eligibility are tracked through this account and instructions for uploading these items is provided to students at their program orientation.

SCREENINGS

Criminal Background Check

Students must pass a criminal background check upon professional phase admission and annually as required for placement into clinical fieldwork. The background check is performed through the Purdue University Human Resources Center. Additionally, some clinical affiliate sites may require their own additional background check. Failing any criminal background check may prevent a student from enrolling or may preclude a student from completing program requirements.

If a student is arrested or charged with a crime between background checks, he/she shall self-disclose this to the ATP within 24 hours. Failure to disclose an arrest is grounds for possible disenrollment.

Drug Screening Program and Policy

Rationale

All health care providers are entrusted with the health, safety and welfare of patients, have access to controlled substances and confidential information, and operate in settings that require the exercise of good judgment and ethical behavior. Thus, an assessment of a student's possible impairment that could diminish the student's capacity to function in such a setting is imperative to promote the highest level of integrity in patient care.

Clinical facilities that serve as educational and training sites for students increasingly require drug screening for individuals who provide services within the facility and particularly for those individuals who provide patient care. In addition, many licensing agencies require that individuals pass a drug screen as a condition of licensure and/or employment. It is thus in the interest of both students and the Program to identify and resolve potential issues where a student may not be allowed to participate in a clinical rotation due to the use of controlled or illegal substances.

The Program has the responsibility to attend to factors that may adversely affect the security of the clinical environment and thus increase liability exposure. As a result, the Program seeks to enhance its scrutiny of the students involved in patient care activities and who are in clinical settings.

Drug Screen Process

All students will be required to undergo a drug screen in preparation for clinical rotations in year one with a negative drug screen is required for participation in any clinical experience. Year two students may be required to obtain another drug screen based upon the requirements of their facility. Additionally, at any point in the program, a student may be required by the Program to undergo an immediate, random drug screen if there is a compelling indication to do so. Students enrolled in the ATP will receive information about the requirement for drug screening, deadlines for compliance, results reporting and associated fees.

Results of the student drug screen will be reported to the Program Director. Students who receive a positive screen will be reviewed by the AT program and/or College's Academic and Professional Affairs Committee and are subject to the policies set forth by Purdue University.

The student has the right to review the information reported by the designated vendor for accuracy and completeness and to request that the designated vendor verify that the drug screen results are correct. The student should be prepared to validate any positive results with the laboratory Medical Review Officer within 24 hours of testing. Failure to respond immediately to these requests could result in disciplinary action, delay in rotation start dates, and/or dismissal from the program. Prior to making a final determination that may adversely affect the student, the Program will inform the student of his/her rights, how to contact the designated vendor to challenge the accuracy of the report, and the role of the designated vendor in any decisions made.

Drug screening results will be recorded in an internal database within the Program and maintained only for the duration of study for each student.

If required by specific clinical site, a student may be required to submit to additional drug screening based on the contractual agreements with those clinical sites. This may occur through the designated vendor, or it is possible that a contract with a specific clinical training site may have specific requirements dictating the process, handling, and reporting of "for cause" drug screening of an individual student while the student is participating in a clinical rotation there.

Students who refuse to submit to any required drug screen will be dismissed from the Program.

Positive Drug Screen Results

Students who do not pass a required drug screen may face disciplinary action, including administrative withdrawal from courses, placement on a leave of absence, or dismissal from the Program. Students may be referred for evaluation and treatment as a condition for remaining in the Program. Costs incurred are the responsibility of the student.

Students found to have a substance abuse problem that will likely pose a danger to patient care, as determined through the drug screening evaluation process, and will be referred for independent evaluation and treatment at the student's expense.

HEALTH AND PHYSICAL CAPABILITY

Technical Standards

The Athletic Training Program at Purdue University is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency, the Commission on Accreditation of Athletic Training Education (CAATE). The following abilities and expectations must be met by all students admitted to the

Athletic Training Program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be allowed to continue in the program. Compliance with the program's technical standards does not guarantee a student's eligibility for the BOC certification exam.

Candidates for selection to the Athletic Training Program must demonstrate:

- The ability to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.
- Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.
- The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.
- The ability to record the physical examination results and a treatment plan clearly and accurately.
- The capacity to maintain composure and continue to function well during periods of high stress.
- The perseverance, diligence, and commitment to complete the athletic training education program as outlined and sequenced.
- Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
- Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for selection to the athletic training program will be required to verify they understand and meet these technical standards, with or without reasonable accommodations. Purdue University is committed to providing an accessible and supportive environment for students with disabilities. Students requesting accommodations for a disability are responsible for notifying the University of their disability and their request for accommodation. To initiate a request for accommodations, a full statement of the rights and responsibilities of students with disabilities, and the rights and responsibilities of the University and its faculty and students must contact the Office of the Dean of Students.

(Approved by the Purdue University Affirmative Action Office, May 2001)

Immunizations and Tests

After being admitted to the program and before beginning clinical fieldwork, all ATP students must demonstrate compliance with program specific immunization and disease testing requirements. Professional phase students must provide documentation of current vaccination (or a positive serum anti-body titer or physician documentation of previous disease (including dates) for tetanus, diphtheria, (Td or Tdap), measles, mumps, rubella, and rubeola.

Students must also obtain an annual influenza vaccination and pass an annual tuberculosis skin test (two-step PPD). Medical and/or religious exemptions will be reviewed with the program's Medical

Director for each location. A positive skin tuberculosis test requires follow-up, additional medical tests, and clearance prior to the student beginning fieldwork. If requested by a student's clinical site, additional tuberculosis tests may be required at later times.

Documentation of each of these should be submitted to the Purdue Student Health Center. Vaccinations and tuberculosis tests are available from the Purdue Student Health Center at minimal costs.

Communicable Disease Policy

Guidelines for Students Who Become Ill

Students who are ill could place their colleagues and patients at risk and should not attend class or clinical fieldwork until cleared to do so by a physician. Students who have a fever, contract a serious or communicable disease during the course of the program must immediately seek appropriate medical care and may not return to classes or clinical fieldwork until at least 24 hours after the fever has broken and they have been cleared to return by a physician. Students are responsible for notifying the Director of Clinical Education and/or Coordinator of Clinical Coordinator, their instructors and preceptors of illnesses. Medical care is available to students through the Purdue Student Health Center on either the West Lafayette or Indianapolis campus or through a provider of the student's choosing.

Classes will not be recorded or live streamed via Zoom without prior notice to the instructor of at least 60 minutes and without an official communicable disease diagnosis from a physician sent to the course instructor. Students who miss coursework while ill should consult and communicate with the course instructor and their classmates to make up missing work and review discussed concepts.

Positive Status for HIV, HBV, and/or HCV

Students who are positive for Human Immunodeficiency Virus (HIV) and/or who have chronic Hepatitis B Virus (HBV) and/or Hepatitis C Virus (HCV) are required to have regular follow-up with their health care provider. Students may have limitations placed on the clinical fieldwork sites to which they may rotate depending on the decision of the receiving health system. Students will be expected to have detailed attention to universal precautions. In the case of Hepatitis, students will also be counseled about the risk of exposure to hepatotoxic materials. Students will also be counseled on the potential implications of their status for career selection.

Clinical environment participation of students chronically infected with HBV, HCV and/or HIV will be determined in accordance with SHEA guidelines. In accordance with these guidelines, students are required to obtain viral burden titers every 6 months. HBV, HCV and/or HIV status communication is required for students rotating at outside institutions. It is the student's responsibility to inform attending medical staff at each hospital or institution about their positive status.

Caring for Patients with Infectious Diseases

Human Immunodeficiency Virus (HIV) and Hepatitis B (HBV) are serious health problems in the United States. There has also been an increase in the number of patients with tuberculosis infections. In regard to patient care, professional students may not refuse to assist in the treatment of a patient solely because the patient is infected with HIV, HBV, or other infectious

disease. All clinical sites are equipped with appropriate personal protective equipment available to the student for any patient encounter.

Blood Borne Pathogen Exposure

Blood borne pathogen exposure is specific eye, mouth, other mucous membrane, non-intact skin or parenteral contact with blood or other potentially infectious material. Students exposed to a blood borne pathogen during the course of the educational activities or assigned clinical fieldwork should immediately perform appropriate wound care including washing / flushing the area thoroughly, follow the post-exposure plan for the facility, and notify the ATP of the incident.

After immediate wound care and washing with a disinfectant, the student should at least perform the following:

- Seek immediate medical care at the Purdue Student Health Center or a nearby Emergency Department
- Document the route and circumstances of the exposure
- Document the source (person) of the potentially infectious material (if known)
- Notify the source's physician to request that the source submit to blood tests for infection. Purdue Student Health can assist with this process.
- Make an appointment to be seen at the Purdue West Lafayette Student Health Center (call 765-494-1700 for appointments) or Purdue-IU Student Health Center (317-274-8214 for appointments).
- Notify the ATP Director at 317-696-1921 or by email at lawrance@purdue.edu
- Students and/or their health insurance provider are responsible for costs associated with any treatment provided to them.

Pregnancy

Enrollment of pregnant students requires careful planning of coursework and clinical fieldwork to protect the health of mother and fetus and the integrity of the mother's educational experience. It is important, therefore, that any student who suspects they may be pregnant to inform the Program Director at the time the pregnancy is medically confirmed. Some clinical fieldwork may not be possible during the later stages of pregnancy, and it may not be possible to re-assign clinical fieldwork placements to accommodate the needs of pregnant students. The student, Program Director, Associate Program Director, and Director of Clinical Education will meet to examine the student's specific situation and determine an appropriate plan of action. If the student must take a pregnancy related leave of absence from the program, a student in good academic standing will be eligible for reinstatement following the conclusion of pregnancy and health clearance from her physician.

Health Insurance

All Purdue University students are required by university policy to have health insurance coverage at all times while enrolled at the university. At the time of registration for classes, students are automatically enrolled in and charged for university student health insurance unless they declare and provide documentation that they are already covered on another health insurance policy (e.g. their own or someone else's policy).

Liability Insurance

Professional phase students have liability protection through a blanket liability insurance policy provided by the Department of Health and Kinesiology. This policy provides coverage to students, instructors and preceptors during coursework and assigned clinical fieldwork. This policy only covers classroom and fieldwork activities that are assigned by the ATP. This policy also provides for medical and personal injury coverage in the event that a student is injured during a clinical fieldwork experience.

TRAINING AND CERTIFICATION

CPR and AED

CPR certification must be valid at all times while students are enrolled in the professional program. Any lapse in certification results in immediate removal from clinical fieldwork which will undoubtedly affect the grade in the accompanying fieldwork course. CPR certification must meet Board of Certification requirements for Athletic Trainers and also include training in AED use. This generally means CPR certification at the "Professional Rescuer" or "Health Care Provider" level or above. Note: "Adult" or "Community" CPR courses typically do not meet the requirement. Also, "on-line" CPR certifications without "in-person" skills checks are not acceptable, regardless of the certifying agency. Documentation (scan or photo of both sides of the card) of current CPR certification must on file with the Clinical Education Coordinator.

HIPAA and FERPA Compliance Policy

Upon admission to the program and prior to beginning clinical fieldwork, students are required to complete training in the HIPAA and FERPA privacy standard. This training will be repeated annually in compliance with University policy and CAATE accreditation standards. This training is provided through the Purdue University Student Hospital. Instructions for completing this training will be sent to students through e-mail. Students must submit their documentation of completion to the Clinical Education Coordinator.

Infection Control (Bloodborne Pathogen) Training

Annual Infection Control training (i.e. Bloodborne Pathogen training) is required for all students. Pre-professional students complete an online training module prior to observation experiences. Professional phase students complete training provided through Purdue University Student Hospital. Instructions for completing this training will be sent to student's email. Students must submit documentation of their annual training to the Clinical Education Coordinator. The US Department of Labor has determined that unpaid students are not subject to OSHA regulations regarding occupational blood borne pathogen exposure. However, program accreditation standards require that students adhere to standard practices to minimize exposure risk and manage exposures.

CLINICAL FIELDWORK

OVERVIEW

The professional phase of the ATP places equal emphasis on both the coursework and clinical fieldwork aspects of students' education. The clinical fieldwork is a critical EDUCATIONAL requirement of the MSAT Program. It is neither a "work" requirement nor a volunteer activity. Clinical fieldwork is where students learn to apply and refine the knowledge and skills they learn in their coursework. More importantly, clinical fieldwork is where they integrate all phases of Athletic Training knowledge, skills,

and values to become competent practitioners. It is where students make the transition to clinical practice, develop a practice style, and ultimately embrace the culture of the profession. Undervaluing of clinical fieldwork leads to incompetent and unreliable clinical practice and is averse to the mission and legacy of the program.

To this end, clinical fieldwork assignments take precedent over all other non-academic commitments including employment, resident life, social, clubs, Greek life, vacation and other obligations the student may have. **Students SHALL NOT miss assigned clinical fieldwork time to attend any of these.** Instead, these should be scheduled around students' clinical fieldwork obligations, just as they will when students become practicing professionals.

As student's progress through their clinical fieldwork, they will be challenged to (1) increase their discipline specific knowledge, (2) integrate their classroom knowledge into the clinical setting, (3) become increasingly more proficient with clinical skills, (4) develop and implement evidence-based medicine, (5) accept increasing levels of responsibility, and (6) conduct themselves with the utmost professionalism.

All professional students engage in assigned clinical fieldwork concurrently with their classroom coursework over the course of the program. We have made all attempts however to ensure that classroom and clinical fieldwork activities do not occur on the same day throughout the program, meaning there should not be a day when students are required to be physically present in both the classroom and clinic. This was done intentionally to limit conflicts between the two components of the student education, and to help ensure students can focus on one aspect of their education at a time.

Each student will be enrolled in a practicum course in each semester of the program. The practicum courses were built to contain all clinical education components and with credit hour loads that reflect the expected time students will spend in clinic. All practicum courses fit the Experiential description as described by the Registrar's Semester Credit Hours Guidelines. These courses do not meet in person and allow for variable credit based on course expectations. As such, the program developed a consistent policy which is applied across all practicum courses. This policy states that students will accrue a minimum of 65 clinical hours per credit hour and a maximum of 125 clinical hours per credit hour.

Practicum Courses
1 Cr = 65-125 hours
2 Cr = 130-250 hours
3 Cr = 195-375 hours
4 Cr = 260-500 hours
5 Cr = 325-625 hours
6 Cr = 390-750 hours
7 Cr = 455-875 hours
8 Cr = 520-1000 hours

In the first year of the program, students will participate in a minimum of 130 hours and a maximum of 250 hours of clinical education in the Fall, Spring, and Summer semesters by enrolling in practicum courses worth 2 credits each. In year two, students are placed into clinical immersion for much of the year with hours in Semester I ranging from 520-1,000 (8 credits) and Semester II between 390 and 90 hours (6 credits).

There is no provision for combining portions of the fieldwork, nor shortening the duration. All fieldwork is evaluated, and these evaluations are a critical component of the grade for the fieldwork. These courses are culminating experiences where students demonstrate the professional competence necessary to progress through the program and to become board eligible.

First Year

The goal of first year is for students to become familiar with clinical care, to become autonomous in basic skills, to develop skill in diagnosis and management of injuries and illnesses, and to develop an initial sense of professional identity and culture. Students primarily complete clinical fieldwork on-campus and in the surrounding Lafayette or Indianapolis communities rotating through several clinical facilities. Each week during the semester students will attend classes Monday – Thursday and have part-time clinical opportunities during those days. Students will have dedicated clinical time on Friday – Sunday. Students can participate in all weekend activities offered by the clinical site but can only be in their fieldwork location for two of the three days. In other words, students must have at least one full day off throughout the week from both class and clinic.

At the mid-point and end of semester for both Fall and Spring semesters, students will have "Clinic Week" where all classes will be suspended, and students will engage in immersive clinical time with their assigned preceptor. During this time, all students are expected to be involved in their clinical sites full-time, working the same schedule as their preceptor. Generally speaking, this schedule allows for students to engage in four different rotations throughout the academic year, each lasting 4-8 weeks. Students can expect to engage in a variety of clinical sites and with a variety of patients during this time.

During the Summer semester, first year students will complete their non-sport/non-orthopedic rotations. Again, these will be both on-campus and in the greater-Lafayette or greater-Indianapolis communities. Students can expect to be immersed full-time into their clinical site during a series of one-week rotations (Monday – Sunday). Each rotation will bring the opportunity to collaborate with other healthcare professionals (physicians, physician assistants, nurse practitioners, chiropractors, etc) and see patients who have a variety of conditions and illnesses.

Second Year

Students are expected to take higher responsibility roles where they complete more contact hours than they did as first-year students. Clinical fieldwork in year two occurs primarily in an immersive fashion. This allows students to become involved in "non-traditional" clinical tasks such as communication and administration in addition to continuing to gain experience and confidence with their athletic training skills. Students work to become autonomous in their rehabilitative skills, develop skills in administration, provide comprehensive care to their patients, integrate their knowledge and skill, and embrace and promote their sense of professional identity and culture. By the end of the year, students are expected to be comfortably proficient and autonomous in most activities and to require little day-to-day instruction.

Each student will be placed for a full semester in one clinical site. Some students may be able to complete both Fall and Spring semesters at one location provided there are appropriate learning opportunities. These decisions are made by the Director of Clinical Education in consultation with the Coordinator of Clinical Education and the student, clinical site, and Program Director as appropriate.

Each rotation is immersive in nature, meaning students should work the same schedule as their preceptor within their clinical fieldwork placement. This is anticipated to range between 35-50 hours per week throughout the year with some weeks being less and some weeks being more. Students will also be taking online courses during this time, so clinical relief time is expected and communicated to each preceptor. Students who cannot meet classroom demands may have to have their clinical schedule reduced to ensure successful completion of course requirements. If this substantially impacts clinical fieldwork engagement, placement may need to be extended to ensure all clinical components are met and evaluated for the practicum experiences. This could impact student progression and/or graduation.

CLINICAL FIELDWORK PLACEMENT

All clinical fieldwork is conducted at sites affiliated with the MSAT Program and with clinical preceptors who have completed specific training prior to student placement. All fieldwork placements are arranged by the Director of Clinical Education and/or the Clinical Education Coordinator who communicates early and regularly with these preceptors when arranging specific student placements. This process is extensive and complex, and attempts to place each student in a situation where they can best develop as a professional. Once placements have been finalized, the MSAT Program reserves the right to not reassign students nor permit swapping of placements. Students who withdraw from a placement or are removed for competence or professionalism deficiencies will not be re-assigned to other placements during the current schedule. Their fieldwork course grade will reflect any missed time from fieldwork. Students who are failing a fieldwork course are prohibited from withdrawing from the course to avoid receiving a failing grade in the course.

During the first year, the Director of Clinical Education and/or Clinical Education Coordinator will select appropriate rotations to ensure students are meeting program requirements and CAATE Standards. While attempts may be taken to take a student's preferences under advisement, placement is not made based on these preferences. Placements will be shared with students as soon as they are finalized.

The process for placements in year two begins in year one. Because year two coursework is conducted online through synchronous and asynchronous learning, clinical fieldwork placement can be done anywhere in the United States, provided the site and preceptor can be appropriately credentialed and meets all established program and CAATE Standards. Students who wish to engage in a new clinical site must declare this to the Director of Clinical Education and/or Clinical Education Coordinator no later than the beginning of Spring Semester of Year One to allow for appropriate time to complete site and preceptor credentialing. Students are responsible for their own housing and expenses related to clinical placement; this should be considered when choosing your immersive rotations. All assignments for Year Two will be communicated to students no later than Spring Break of Year One to allow time for students to make appropriate housing arrangements.

GENERAL EXPECTATIONS FOR STUDENTS IN FIELDWORK

Students should take considerable time and effort in completing placement goal sheets. Failure to reflect and write meaningful goals provides preceptors with inadequate information regarding student expectations.

- Students should participate in decision-making roles about the care of patients to the extent possible given the patient care situation and the student's level of knowledge, skill and ability.

As the student's role increases, preceptors will use professional judgment as to when it is appropriate to apply supervised autonomy in order to challenge increasing levels of skill and confidence in clinical practice.

- Students are expected to conduct evidence-based searches for articles that correlate with injuries and illnesses assessed during clinical experiences. Students are expected to summarize the current evidence supporting clinical decisions.

CLINICAL EDUCATION HOUR REQUIREMENTS

Students receive academic credit for their fieldwork practicum courses. Students must be enrolled in a fieldwork course to engage in fieldwork activities and to have their clinical activities covered by the MSAT Program's liability insurance. Student contact hours in their fieldwork must be self-reported in Typhon. Hours should be logged weekly and are approved by the supervising preceptor. Failure to log hours or to maintain your hour log can result in disciplinary action against the student; this includes removal from fieldwork, which may affect the student's grade in their fieldwork course. Typhon automatically prohibits logging hours more than 5 days in the past.

Students are required to be present in their assigned clinical education experiences throughout the semester when their preceptor is present. This includes when assigned experiences occur outside of the normal school semester (i.e. fall sports pre-season, winter break, etc) and over school breaks (i.e. fall break, spring break, etc). These hours should be logged into Typhon just as hours throughout the school year are logged.

It is expected that students will have regular weekly attendance at their assigned clinical experience as determined by the Director of Clinical Education and/or Clinical Education Coordinator and their assigned preceptor. Students who miss clinical education time without notification and/or permission from the Program could result in the student being required to make up the deficient clinical hours/experiences prior to the start of the next semester.

A clinical week is Monday through Sunday. It is expected that students and preceptors will meet regularly (i.e. weekly or bi-weekly) to discuss the students' clinical fieldwork schedule. During Year One, this should include which days are most appropriate to attend and which day should be the day off. It is up to the student and his or her Preceptor to determine a sufficient number of hours that lead to a beneficial experience; however, the emphasis needs to be placed on the ***quality*** of the education associated with the hours and not on ***quantity*** of clinical education hours. Per CAATE standards, "All clinical education experiences must be educational in nature."

Students may participate in unassigned, volunteer activities (helping host other events on campus, attending non-assigned clinical hours, etc.); however, these hours must be recorded in the student's Typhon log and there must be a Program preceptor supervising the experience. Students should not participate in unassigned volunteer activities that impact their ability to participate in their assigned rotations. For example, if a Year One student is scheduled for 12 hours over Friday and Saturday at their assigned clinical rotation that week, they should not volunteer for another event on Saturday or Sunday that either interferes with their assigned rotation or does not give them at least one clinical relief day throughout the week.

In the event a student feels he or she is being pressured to 1) report for an extraordinary number of clinical hours, 2) is being limited to too few clinical education hours, 3) asked to under-report their clinical hours, and/or 4) is not granted at least one day off per every seven days, the student is expected to report the incident to the Program Director or Clinical Education Coordinator immediately.

NAME BADGES

All students must be able to be identified by both staff and patients as a student and not as a credentialed athletic trainer. To ensure this, each student will be provided a Purdue University Athletic Training identification badge upon successfully passing their background check identifying them as a student in the Purdue MSAT program. These badges are to be worn at all times for all clinical fieldwork unless the fieldwork site indicates otherwise and has alternative methods to identify the student. Students are responsible for any lost or stolen badges.

INCLEMENT WEATHER

During inclement weather, students should contact their preceptors to determine if the site is open or closed and to communicate about fieldwork attendance. Students are expected to attend their clinical fieldwork unless one or more of the following has occurred:

- Purdue University has cancelled classes at the West Lafayette or Indianapolis Campus due to the weather. Students can sign up for emergency text messages at http://www.purdue.edu/securepurdue/. Click on the "Change Your Password" icon, log in. Then click on emergency contact information under the account tools list in the right column. Enter your cell phone number. (Please contact your service provider to ensure that your phone can receive such messages.) To be removed from the text system follow the above procedures and delete your cell phone number.
- The fieldwork site has closed or cancelled activities.
- The student feels his/her safety is at risk if he/she were to attempt to travel to the fieldwork site (e.g. severe cold for students walking, dangerous road conditions for students driving, etc.).

UNIVERSITY HOLIDAYS AND BREAKS

Careers in the athletic training profession often require work during weekends and evenings, as well as holidays and traditional school breaks (spring break, fall break, etc). Students in the program, as part of their clinical fieldwork, may be required to attend functions during official University Holidays and Breaks.

SUPERVISION DURING CLINICAL FIELDWORK

All clinical fieldwork is supervised by preceptors who typically are BOC Certified, state licensed Athletic Trainers. In specifically planned and limited experiences, students may be supervised by a licensed physician or other licensed and/or credentialed healthcare provider appropriate to the setting. As discussed in the Licensure section of this handbook, students shall NEVER practice athletic training outside of their assigned and supervised clinical fieldwork, as it is a violation of the Indiana state practice act to do so. Students may only engage in Athletic Training practice and skills while their supervisor is physically present and can intervene on behalf of the patient in the event of a student error. Supervision cannot be performed over the phone, radio, videoconference, FaceTime, Zoom, etc. In the event a supervisor has to temporarily leave the presence of the student, the student may only perform

First-Aid and/or CPR (for which they are certified) and is prohibited from practicing Athletic Training until the supervisor returns.

Students and preceptors should never misunderstand the term supervision to mean that students cannot be in autonomous or decision-making roles in patient care. Supervision requires that the preceptor be present, but they should function more as a mentor than supervisor, fostering the student's role as a practitioner rather than a technician or aide. Student autonomy is a critical part of developing competence and is emphatically encouraged by the MSAT Program. Autonomy involves the self-directed collection and interpretation of information and use of such information to formulate and implement a plan of action. The plan of action should be vetted through the preceptor prior to implementation to ensure its appropriateness and patient safety, but the student should be the one to develop and implement it whenever possible and to the greatest degree possible. Students not pushed to become autonomous do not become competent to practice independently upon graduation.

CLINICAL EDUCATION EVALUATION

The following methods of evaluations are utilized to assess the clinical fieldwork experience of the Purdue MSAT Program.

Orientation and Goals

Each clinical site will have its own policies and procedures that the ATS must follow. Given that all clinical fieldwork setting and facilities operate differently, all ATSs must complete a Purdue MSAT Program Orientation Checklist for each fieldwork assignment. The Orientation Checklist is available on Typhon and is to be completed by the preceptor at the beginning of each placement.

All students shall also complete the Fieldwork Goals and Expectations document, available on Typhon. This document must be completed by the student prior to the start of their fieldwork placement. The intent of the Fieldwork Goals and Expectations document is to allow the student the opportunity to reflect on areas of strength and areas of their performance where improvement is needed. Students will create a list of goals for the experience to share with their preceptor at their initial orientation.

Evaluation of ATS

Preceptor evaluation of students will be completed by the preceptor as a final evaluation for the clinical experience and as mid-term evaluation (only for rotations greater than 8 weeks). The Preceptor Evaluation of Students will include global evaluation components regarding professional behaviors, but also include evaluations of specific learning objectives unique to each clinical fieldwork course that an ATS is enrolled. Preceptor Evaluations will constitute a portion of the overall grade in each of the clinical fieldwork courses. Preceptors and students should arrange a time outside of the clinic to review this evaluation together.

Evaluation of Preceptors

The Student Evaluation of preceptors serves to ensure quality of the preceptors that supervise an ATS during clinical experiences. Students will complete a Student Evaluation of Preceptor at the end of each clinical experience. These evaluations will remain anonymous; however, they will be presented to the preceptor in aggregate form at the end of the academic year for training and development needs.

Evaluation of Clinical Sites

The Student Evaluation of Clinical Setting serves to ensure quality of the clinical education settings in which an ATS has a clinical experience. Students will complete a Student Evaluation of Clinical Setting at the end of each clinical experience. These evaluations will remain anonymous; however, they will be presented to the preceptor in aggregate form for training and development needs at the end of the academic year.

Clinical Site Visits

Personnel from the Program visit clinical fieldwork sites regularly, either in-person or through remote videoconferencing technology. During the clinical site visit, the Program Director and/or Clinical Education Coordinator will meet with the preceptor and ATS to discuss the fieldwork experience.

ATS Traveling for Clinical Education

At times, ATSs will have the opportunity to travel with athletic teams as part of the clinical experience. Each ATS is responsible for packing the necessary equipment and supplies for away contests as directed by your preceptor. At no time should an ATS travel unsupervised.

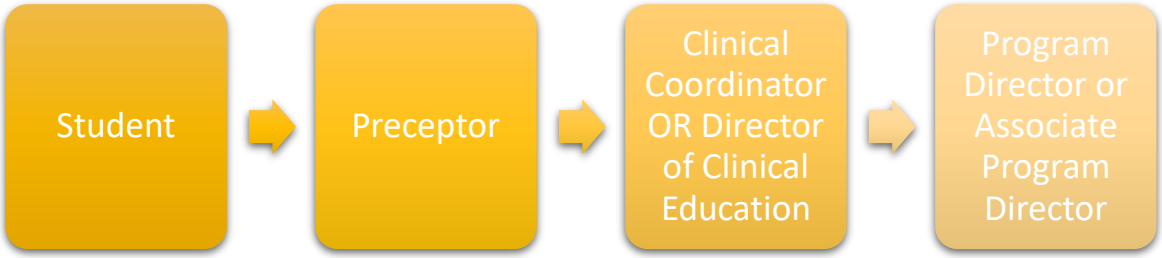
ATS Driving Patients to Medical Appointments

From time to time, athletic training students may be asked to assist professional staff transporting a patient to a medical appointment. These appointments, in general, can be beneficial for students to attend and connecting with our medical physicians and socializing into a clinical is encouraged. However, these appointments often take significant time and can conflict with other student priorities. Because time is limited during the student's first year in the program, no Year One student shall transport patients to medical appointments. Year Two students are allowed to attend appointments with patients and perform transportation duties only if there is a legitimate educational benefit associated with the experience. If the appointment does not have educational benefit (i.e. the student cannot be part of the physician visit and must wait in the lobby) then the ATS should not participate.

Athletic training students may not transport patients to appointments in the ATS's personal vehicle or a loaned/borrowed vehicle. The hours spent accompanying the patient shall not be logged into Typhon or otherwise counted as clinical fieldwork experience since there is no preceptor to guide the experience.

Clinical Education Conflict Resolution

Students with a conflict or concerns related to their fieldwork should follow this reporting chain.



PROGRAM POLICIES AND PROCEDURES

ADVANCE NOTIFICATION OF FORESEEABLE ABSENCES

The Athletic Training Program recognizes that students may have important personal, family, professional, cultural, religious, or life events that occasionally conflict with program activities, classes, clinical experiences, or other required obligations.

Students are expected to communicate any foreseeable absence as soon as they become aware of the conflict. For events known in advance, notification must be submitted in writing to the Program Director no later than four (4) weeks prior to the anticipated absence. Examples may include, but are not limited to, weddings, family events, planned travel, military obligations, professional conferences, or other significant commitments.

Submission of a notification does not automatically excuse the absence. The Program Director and Associate Program Director, in consultation with relevant faculty and preceptors as appropriate, will determine whether accommodations can be made and what requirements must be completed to satisfy missed program responsibilities.

Failure to provide timely notification for a foreseeable absence may result in the absence being considered unexcused and may limit the program's ability to provide alternative learning opportunities, make-up activities, or schedule adjustments.

Students are encouraged to communicate anticipated conflicts as early as possible. Earlier notification increases the likelihood that reasonable accommodations can be explored while minimizing disruption to educational and clinical experiences.

PROFESSIONALISM REQUIREMENTS POLICY

The public rightly expects that those in the medical professions will adhere to a set of values that reflect their commitment to excellence, responsibility, respect for all, integrity, prudence and trustworthiness. The ATP expects any student enrolled in the Program to be an active member of their profession at all times. Professional behavior is expected not just in the classroom, but in fieldwork, community outreach and other environments where students are involved. Commitment to integrity in espousing the values of the profession means that members of the profession (including students) behave in ways that will reflect positively on the profession even when they are not in class, on the grounds of the university, in fieldwork settings or at professional conferences. **Students who behave in a manner counter to the values of the profession, regardless of the setting in which these behaviors occur, may be subject to adverse academic and/or professional sanctions from the ATP and/or the Department of Health and Kinesiology, up to and including program disenrollment.**

Ethics and Law

Legal and ethical practices are hallmarks of professionalism and cornerstones upon which professional conduct is built. Personal ethics require certain inherent elements of character that include honesty, loyalty, understanding, and the ability to respect the rights and dignity of others.

Ethical Codes

- Students will adhere to all Purdue University Student Conduct policies, rules, and regulations.

- Students will adhere to the National Athletic Trainers Association Code of Ethics.

Legal Requirements

- Students will adhere to the Federal, State and local laws and regulations governing healthcare delivery and educational environments, including but not limited to confidentiality laws, drug laws, medical device laws, non-discrimination laws, billing and insurance laws and human research protection laws.
- Students will adhere to the Indiana Athletic Training Laws found in chapter 25, article 5 of the Indiana Revised Code. They are obligated to report any known violations of these laws.
- Students will adhere to all criminal and civil laws of the jurisdiction in which they find themselves.
- Students will self-report any arrests, criminal charges, or criminal convictions to the ATP within 24 hours.

Honor Codes

Students will adhere to the University's *Code of Honor* as well as the ATP Professional Honor Code, Academic Honor Code, and professionalism requirements outlined below.

Purdue Athletic Training Program Honor Code

Athletic Trainers should have pride in their professional endeavors. Their obligation to act competently calls for higher motivation than that arising from concerns of civil liability or disciplinary penalty. Athletic training carries a significant responsibility to others and all athletic training services should reflect this recognition. Athletic Trainers should make every effort to ensure that services are rendered properly. As athletic training students, you are held to the same professional standard as practicing clinicians and should adhere to the same standards of conduct and integrity in professional service. Some basic principles and characteristics of professional behavior are listed below. You are expected to follow these guidelines when interacting with patients.

1. Athletic Trainers should neither practice nor condone discrimination of any type.
2. Athletic Trainers should not condone, engage in, or defend unsportsman-like conduct or practices.
3. Athletic Trainers should provide care based on the needs of the individual patient. They should not discriminate in providing care based on athletic ability.
4. Athletic Trainers should strive to achieve the highest level of competence. They should use only those techniques and preparations for which they are qualified and authorized to administer.
5. Athletic Trainers should recognize the need for continuing education to remain proficient in their practice. They should be willing to consider new procedures within guidelines that assure safety.
6. Athletic Trainers should recognize that personal problems and conflicts may occur which may interfere with professional effectiveness. Accordingly, they should refrain from undertaking any activity in which their personal problems are likely to lead to inadequate performance or harm to a patient or colleague.

7. Athletic Trainers should use care to be truthful and not misleading when stating their education, training, and experience.

Students who are found to have violated the Program Honor Code, regardless of the setting in which these behaviors occur, may be subject to adverse academic and/or professional sanctions from the ATP and/or the Department of Health and Kinesiology, up to and including program disenrollment.

Competence

Students must actively work to develop competence in their clinical skills and are regularly evaluated to assess and document their competence.

- Students will comply with the Standards for Professional Practice for Athletic Training published by the Board of Certification for the Athletic Trainer.
- Students shall work diligently to become competent and will specifically work to improve areas in which they have been assessed as not competent or where they feel unsure about their competence.
- Students shall not perform procedures in which they have not been instructed.
- Students shall not perform procedures outside of their scope of practice.
- Students whose level of competence places patients, preceptors or others at risk will be immediately removed from fieldwork activities, placed on professional probation, and will not return to fieldwork unless and until they can demonstrate sufficient competence through a plan developed by the ATP. Removal from fieldwork and being placed on probation may cause the student to receive a failing grade in the course.
- Students unable to practice at a level of competence appropriate for their educational level will not pass their fieldwork course nor progress to the next fieldwork course. The ATP reserves the right to fail a student who violates professional competence in their fieldwork even if their preceptor evaluation produces an otherwise passing score.

Students who are not progressing in their clinical fieldwork and demonstrate deficiencies in competence will undergo remediation. In the event there are repeated instances or patient safety has been recklessly compromised, the student will be subject to adverse academic and/or professional sanctions from the ATP and/or the Department of Health and Kinesiology, up to and including program disenrollment.

Dress Code and Appearance Policy

An important part of professionalism is maintaining a professional appearance. Clinical fieldwork requires specific professional attire, hygiene, and grooming practices. Students must maintain a neat and professional appearance that enables them to always perform their duties efficiently and safely during clinical fieldwork. Students are expected to adhere to the Purdue University ATP Dress Code regardless of how professional staff at the clinical site dress. Students who do not comply with appearance guidelines will be sent home from the fieldwork site for the day and placed on professional warning. An ongoing pattern of inappropriate dress will lead to professional sanctions up to and including probation or disenrollment.

Hygiene

Proper hygiene is critical for controlling disease transmission and helping create a professional appearance. Students are expected to maintain impeccable personal daily hygiene.

- Daily hygiene includes clean skin, hair, and teeth; regular use of deodorant/antiperspirants; and regular dental hygiene.
- Makeup and cologne/perfume should be minimal and not be distracting. Some patients are sensitive to cosmetics or perfume/cologne and these items may be prohibited in some settings.
- Students are expected to engage in frequent hand washing or the use of alcohol-based hand sanitizers prior to beginning fieldwork, between patient contacts and before leaving the fieldwork facility daily.

Grooming

Good grooming is essential to enable health care providers to perform their professional duties as well as to create a professional appearance.

- Long fingernails can injure patients, are incompatible with many clinical skills and are prohibited. Artificial fingernails or items affixed to fingernails have been shown to be an infection hazard and are prohibited in patient care activities.
- Hair should be pulled back or otherwise kept out of the face so that it does not interfere with vision, communication, or performance of clinical skills. Facial hair must be kept neat and well-trimmed.
- Jewelry should be minimal, professionally tasteful, and not interfere with performance of clinical procedures (e.g. rings are often incompatible with manual therapy techniques and dangling necklaces or earrings can become entangled during patient care).
- Jewelry that cannot be easily decontaminated should not be worn.
- Visible piercings should be limited. Students with “excessive body piercing” should remove the “hardware” during clinical experiences. “Excessive body piercing” can be defined as numerous piercings around the eyebrows, ears, lips. This is up to the discretion of the athletic training staff and faculty.
- Exceptions for religious or medical alert jewelry will be considered.
- Visible tattoos with inappropriate messages, that graphically depict inappropriate actions or themes, or have inappropriate connotations associated with them are not appropriate during fieldwork. Students must make reasonable attempts to cover these tattoos during fieldwork.

Dress Code / Uniforms

Students should clarify the dress code for their specific fieldwork setting with their preceptor on or before the first day of the fieldwork. Unless otherwise instructed, students should follow their on-campus dress code for off-campus field experiences. At a minimum, students in the MSAT Program shall adhere to the following:

<u>General Requirements</u>

- Clothing should be clean, wrinkle-free and in good repair.

- Clothing should not interfere with mobility or clinical duties and should fit well, not be overly tight, or revealing.
- Collared shirts should be worn at all times. Shirts must be tucked into pants or shorts during fieldwork experiences.
- Sleeveless tops, tank tops, bare midriffs, and spaghetti straps are not appropriate during fieldwork.
- Appropriate undergarments should be worn at all times.
- Low-rise waistlines are prohibited.
- Skirts and shorts should not be shorter than where the fingertips touch the legs when the arms are extended down at the sides or, alternately, should have a 6 inch inseam or greater.
- Jeans, denim pants / skirts, and/or wind pants regardless of color are prohibited.
- Close toed shoes and socks / hosiery must be worn at all times and footwear must be clean and in good repair.
- Sandals, canvas shoes and open toed shoes are prohibited. In the event that women wear dress shoes for fieldwork, closed toed flats are preferred and shoes must permit mobility during patient care, transfers, and transport. Heels may not exceed 3 inches.
- Unless otherwise instructed, Purdue University Identification badges are to be worn above the waist and be visible during patient care.
- The MSAT Program reserves the right to make accommodations or revisions to these requirements as necessary.

Uniform Items to be Purchased by the Student

- Students are required to provide their own khaki pants and shorts to be worn during clinical fieldwork. Students may choose any brand of khaki shorts and pants they prefer, but they must be KHAKI or BLACK in color, professional in fit and appearance and follow the guidelines in the general requirements section above.
- Cargo shorts are not acceptable for game days, but may be permissible for practices. Students should clarify expectations for acceptable shorts with their preceptor.
- Students are responsible for dress clothing if such is required for games and travel.

Off-Campus Uniform

Students should clarify uniform requirements for assigned off-campus clinical fieldwork with their clinical preceptor. Again, students are expected to adhere to the Purdue University MSAT Program Dress Code regardless of how professional staff at the off-campus clinical site dress. If the host dress code is stricter than the on-campus dress code, students should abide by the host dress code. If no specific dress code is stipulated, students should adhere to the on-campus dress code.

Behavior

Personal Responsibility and Accountability

Personal responsibility and accountability are cornerstones of professionalism. No professional ever earns the respect or trust of patients or colleagues without first demonstrating the high

degree of personal responsibility and self-sacrifice that are defining features of a profession that puts the well-being of others as its highest priority.

- Students are always personally responsible for their behavior in all settings. They shall not make excuses nor blame others for their own shortcomings.
- Students shall hold themselves and each other accountable for their behavior and shall never enable or turn a blind eye allowing another student to violate the ATP's professionalism standards. They are encouraged to disclose any violations of which they are aware to the MSAT Program. The Program will make every attempt to keep such disclosure anonymous.
- Students shall assume personal responsibility for their own academic and clinical success and shall actively pursue excellence in all phases of their program.
- Students shall assume responsibility for the quality of care provided to their patients and shall never be party to the delivery of care that does not meet accepted standards.
- Students shall assume responsibility for the quality and condition of their working environment by being meticulous about the upkeep and cleanliness of facilities and equipment.
- Students shall accept responsibility for maintaining the legacy of excellence of the MSAT Program. They shall continue to actively further that legacy through hard work and commitment to excellence rather than assuming that they will be excellent simply because others who preceded them worked hard and became excellent.

Sound Judgement

As healthcare providers, students' ability to make sound judgments while under pressure is vital to their success and to their professional competence. Words and deeds at any time and in any setting that cause the soundness of that judgment to be questioned weaken students' credibility and therefore their competence. Students shall recognize that their judgment in their personal life and during times outside of class or fieldwork impacts their fitness for the program and for fieldwork placements. Students who demonstrate questionable judgment should not expect to receive favorable recommendations from their faculty or preceptors, nor should they expect the MSAT Program or its members to put their personal reputation in jeopardy by creating extra opportunities for them above the minimal program requirements. Such opportunities are earned and are not automatic.

Communications

Healthcare professionals are frequently judged by others based on how they speak and what they communicate. Students must work to communicate clearly, effectively, efficiently, and professionally. Both the content and the delivery must meet professional expectations.

<u>Verbal & Non-Verbal</u>

Students should work diligently to use professional language and vocabulary in their Athletic Training related communications and be aware of how their body language impacts their communications.

- Word choices should be appropriate to the audience and setting (e.g. jargon to professionals, lay language to patients).
- Vulgar and inappropriate language has no place in professional communications.
- Body language should be professional, respectful, attentive, and appropriate to the situation at hand.

Written

When students sign records or other documentation, they should use a designation that identifies them as an Athletic Training Student (e.g. "ATS") so that no one will misunderstand them to be a licensed and credentialed person.

Email

Email is a primary means of communication between the MSAT Program and its students. All students were issued a secure Purdue University email account upon enrollment. The MSAT Program reasonably assumes that email from this account is from the student who owns the account and is not a forgery or phishing attempt. Therefore, this account is the ONLY email address that the Program will use for communications with students.

- Students should check their email in this account daily (even during breaks and the summer) and make sure that their e-mailbox is not full.
- Failure to check your email or to keep your e-mailbox cleaned out is never an acceptable excuse for missing official communications.
- Students shall use appropriate professional Email etiquette in all Email communications of a professional nature.
    - Include a salutation / greeting at the top that is professionally appropriate. Do not use the first name of faculty or preceptors unless they have asked you to call them by their first name.
    - Avoid slang, poor grammar, or the use of text messaging jargon (e.g. "y r u txting me?")
    - Include a signature that identifies the sender as a Purdue University Athletic Training Student and includes a return email address.
- Students who send professionally related emails from non-Purdue accounts should make professional choices regarding their username / email address.
    - Inappropriate choices can cast the student in a less than professional light (e.g. 2hot4u@email.com).
    - Students shall not use inappropriate email addresses to send email communications in which they identify themselves as Purdue University Athletic Training Students.
    - The MSAT Program will not provide students with academic information to accounts other than the student's official Purdue University account.

Telephone

Students should:

- Ensure that the MSAT Program records contain their local / cellular phone number for urgent communications
- Add the phone numbers of the Program Director, Clinical Coordinator, and their preceptor(s) / fieldwork facilities into their cell phone's contacts list.
- Not call or text faculty or preceptors for non-professional reasons or, barring emergencies, at times outside of normal working hours.
- Ensure that incoming voicemail greetings are appropriately professional. Inappropriate voicemail greetings that are encountered by preceptors, potential employers, etc are a poor reflection on the student and on the program (e.g. "I'm not here, leave a f%@!ing message").
- Students should answer the telephone at a fieldwork site as follows, "[Name of Site], this is [Name of Student], how can I help you?"

Patient Confidentiality

Patient confidentiality is vital in all healthcare fields; however Athletic Training has specific challenges in this area because some patients become celebrities and the press is a constant presence. At no time shall patient confidentiality be breached.

- Other than their preceptors, supervising physicians, and others at the preceptor's discretion, students shall not discuss confidential patient information with anyone (including the press, fans, professional scouts, roommates, parents, boyfriends / girlfriends, other students, faculty, etc.).
- When in doubt about with whom the student may discuss patient information, the student should consult their preceptor.
- In dealing with the public or press, 1) always be polite, 2) inform them that you are a student and are legally prohibited from releasing any medical information, 3) always refer them to your preceptor without providing ANY patient / athlete information, and 4) remember that nothing you say to the press is ever "off the record."
- All patient records are confidential and shall never be removed from the clinical fieldwork site.
- All students must comply with the provisions of the Healthcare Information Portability and Accountability Act of 1996 (HIPAA). Students will complete HIPAA compliance training when they enter the program. In some settings, patient records may also be subject to the FERPA law because they are educational records.

Professional Respect & Differences of Opinion

It is foreseeable that students will have differences of opinion with other students or preceptors regarding patient care. In such cases, students should NEVER express to the athlete/patient their disagreement with the patient care or decisions of their peers, their preceptors or physicians. Instead, students should discuss disagreements privately with those directly involved in the patient's care. They should never argue in the presence of the patient – it only serves to undermine the patient's confidence in both the student and the other person.

FERPA & Letter of Recommendation / References

The Family Educational Rights and Privacy Act (FERPA) governs access to student academic and program records. Without their permission, the ATP is unable to release any information about the student's educational program and experiences to anyone who does not have a legitimate education related use for that information (not even to family or those who call for references). This becomes vitally important when students request letters of recommendation and for faculty and staff to serve as a reference for them. Students must follow the ATP's letter of recommendation policy and provide a signed copy of the request form (found on Typhon) in order for program personnel to discuss the student with potential employers.

Use of Electronic Devices during Class and Fieldwork

The use of cell/smart phones, tablets, laptops or other electronic devices is prohibited during class or fieldwork unless they are being used specifically for class or fieldwork related purposes.

- Students who need to have a phone on for emergency purposes should discuss the issue with the instructor or preceptor prior to the beginning of the day's class or fieldwork.
- Taking photos or making video or audio recordings of the Department of Health and Kinesiology property, clinical fieldwork sites, and patients is prohibited without the written consent of the institution and all parties involved.
- Electronic transmission of data related to patient specific identifiers is a violation of HIPAA.

Social Media

Social networking is a common activity that has the potential to increase our ability to interact with each other in positive ways. However, the ability of the internet to instantly reach millions of people, both within and outside of the medical profession makes it imperative that we take safeguards to ensure that social networking does not erode the values of the medical profession or damage the reputation of the profession or the medical center.

Students, Staff and Faculty:

- Should take steps to ensure that their social networking sites have the appropriate privacy settings to avoid inadvertent dissemination of material to audiences beyond their control.
- Should include a disclaimer with postings that clearly state that the expressed opinions belong to the writer alone and do not necessarily reflect the views of the Purdue University.
- May not write about patients in any manner.
- May not write defamatory comments about faculty, staff, students, preceptors, and other health professionals.
- May not post someone else's work (including from internet sites) without attribution.
- May not post pictures or descriptions that demonstrate participation of students, faculty, staff, or preceptors engaging in unprofessional behavior.
- Dishonorable content such as racial, ethnic, sexual, religious, and physical disability slurs are not tolerated.
- Must maintain professional boundaries with patients and may not invite patients into social networking communities or activities that involve their personal lives. Social

networking communities focused on patient status such as support groups are acceptable.

Failure to comply with this policy could result in probation, suspension, or dismissal from the program.

Relationships with Student-Athletes and Athletics Personnel

Professional Boundaries with Patients

The student-athletes and patients of Purdue University and any of our affiliated clinical fieldwork sites are our PATIENTS. They are NOT peers, NOT our social group, and NOT a dating pool. Students shall vigorously maintain professional boundaries with their patients in all settings and at all times. Personal relationships with patients place students in compromised and sometimes conflict of interest situations. Likewise, personal relationships can frequently be barriers to providing care and making objective decisions in that care.

- Students shall avoid significant personal relationships with their patients.
- Students shall never invite patients to join in personal social situations. If patients show up at a student social situation uninvited, students shall either ask the patients to leave or shall themselves leave.
- If students are invited to join personal social situations with patients, they must decline and, when appropriate, excuse themselves and leave the venue where these situations are going on.

Romantic / Dating / Sexual Relationships

Although our patients are typically of similar age as our students and might be romantically interested, they are NOT an appropriate pool for students' romantic, dating, or sexual relationships. It is a conflict of interest for a student to provide care to a patient with whom they a have a romantic, sexual, or significant social relationship. Such relationships can also compromise the respect other patients have for the student and even for other professional phase students working to earn their respect.

- Students shall not initiate nor accept offers of romantic, dating, or sexual relationships with their patients.
- Students with knowledge of relationships of other students with patients shall not enable them nor turn a blind eye to them. They are required to disclose any violations of which they are aware to the MSAT Program. The Program will make every attempt to keep such disclosure anonymous.
- Students in a pre-existing relationship with a potential patient shall disclose the relationship to the MSAT Program upon admission.
    - Students cannot be assigned to fieldwork involving care for this patient.
    - Because of the large number of students and fieldwork sites that are potentially impacted, the MSAT Program reserves the right to not accommodate relationships when arranging fieldwork. This may prevent the student from completing required program elements and graduating from the program.

- Concealing or failing to self-disclose a pre-existing relationship that presents a conflict of interest is treated no differently than inviting and engaging in a new relationship with a patient.

Athletic Training Student and Certified Athletic Trainer

The certified athletic trainer is your immediate supervisor, and you will be responsible to them at all times for team coverage. Feel free to discuss anything with them at any time. The AT may also be your Preceptor at any given time. This is a formal relationship that must be respected and treated as such.

Athletic Training Student and Team Physicians

As an ATS, you will have a wonderful opportunity to get to know the team physicians and other medical specialists associated with the MSAT Program. You can learn a great deal just by watching them work and listening to them discuss injuries. Feel free to ask questions but try not to "get in the way". Most of the arrangements for a physician visit with a patient will be made through the certified athletic trainers. However, if you are called upon to present the patient to the physician, be sure to give the physician detailed information and follow their orders immediately and explicitly.

Athletic Training Student and Coaches

This is an area that is very important, and you will make the most of your experience if you learn to communicate with the coaches. Remember however that the certified athletic trainer of that sport is your ultimate superior and anything you do is their responsibility.

Off-The-Books Healthcare

If a patient contacts a student outside of normal care environments to request care, the student should advise the patient to contact their healthcare provider or to seek care in an appropriate facility. Students must also notify their preceptor of the request at the first available opportunity. Students should never provide private "after hours" or "off the books" care that circumvents the healthcare plan that is in place for our patients. Doing so is highly unethical and illegal.

Harassment, Discrimination & Creating a Hostile Environment

Students are prohibited from creating an atmosphere or environment that is detrimental to student education or delivery of patient care. Regardless of whether created through words, actions, attitude, appearance, relationships or other factors, students creating a hostile environment will be removed from the environment for a period of time up to the duration of the placement or course. This will undoubtedly impact the grade for the experience.

Harassment is a severe breech of professional ethics. Harassment and discrimination can take many forms including but not limited to sexual harassment (including sexual preference discrimination), gender discrimination, racial/ethnic discrimination, religious discrimination, sport status-based discrimination, socioeconomic discrimination, discrimination based on disease status, etc. Athletic Training must be a discrimination-free profession in terms of the quality of care provided. No form of harassment or discrimination will be tolerated.

Work Ethic

Punctuality

Students shall be punctual for their classes and clinical fieldwork. Tardiness and absenteeism are not acceptable for practicing professionals and are therefore not acceptable for students. Students who will be late or must miss a fieldwork or class experience must immediately contact the preceptor or ATP instructor to notify them of the situation. Any instance of tardiness or absenteeism should be accompanied by an appropriate excuse. Outside jobs and student organization obligations shall not be accepted as excuses for tardiness or absenteeism.

Care of Facilities and Equipment

The ATP has excellent facilities and equipment for student use during classes, laboratories, and clinical fieldwork. Students must take responsibility for maintaining facilities and equipment in both classroom and fieldwork settings. For example: No cooler (or lid) should EVER be put away without being washed and disinfected. All patient care areas should be kept meticulously clean at all times. Golf carts should be driven far more carefully than students drive their own cars. Whirlpools should be spotlessly cleaned every time they are emptied. All Athletic Training facilities should be maintained like a hospital and not like a locker room. Supplies are expensive and should never be wasted. Access to our facilities and equipment should be closely monitored and problems reported immediately. Students shall not take equipment off-site without consent of their preceptor (i.e. no coolers at your home).

A few general guidelines to follow include:

if it needs done….YOU do it and don't assume someone else will

if you take it out….put it away when you are done

if you make it dirty….clean it up

if you used the last one….re-stock or tell your preceptor if we are out

if someone shouldn't be using something….don't let them have it

if you broke it….fix it or accept responsibility and tell your supervisor. We realize that accidents happen.

if you haven't been trained to do it….don't do it without your preceptor's assistance

if you are unsure….ask your preceptor

NON-DISCRIMINATION STANDARD

Purdue University and the Athletic Training Program are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members

strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.

Purdue University views, evaluates, and treats all persons in any University related activity or circumstance in which they may be involved, solely as individuals on the basis of their own personal abilities, qualifications, and other relevant characteristics.

Purdue University and the Athletic Training Program prohibit discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran. The University will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders and in conformance with the procedures and limitations as set forth in Purdue's Equal Opportunity, Equal Access and Affirmative Action policy which provides specific contractual rights and remedies. Additionally, the University promotes the full realization of equal employment opportunity for women, minorities, persons with disabilities and veterans through its affirmative action program.

Any question of interpretation regarding this Nondiscrimination Policy Statement shall be referred to the Vice President for Ethics and Compliance for final determination.

OUTSIDE EMPLOYMENT

The professional phase of the program requires students to complete clinical fieldwork that can occur at any time of day and frequently changes times with little pre-notice. Because of the dynamic nature of the fieldwork schedule, it will likely interfere with the student's ability to hold outside employment. Students need to make appropriate financial plans prior to enrolling in the professional phase of the ATP. While students are not strictly prohibited from holding outside employment, such employment SHALL NOT interfere with the student's ability to complete their clinical fieldwork. It is not possible to work an outside job during August pre-season clinical fieldwork.

INVOLVEMENT WITH UNIVERSITY CLUBS, GREEK ORGANIZATIONS, AND OTHER COMMITMENTS

Similarly, students' ability to participate in club, Greek organization, intramurals, and other extracurricular activities may be impacted by the nature and structure of the academic program.

When faced with a choice between a job or other outside activity and assigned clinical fieldwork, fieldwork must be the first priority. Missing scheduled clinical fieldwork will result in deductions on student's clinical evaluations which will affect the grade in the fieldwork course.

EDUCATIONAL CONFERENCE ATTENDANCE POLICY

Attendance at a state, district, and national conferences is encouraged and is the financial responsibility of the student. All attempts will be made by the MSAT Program to accommodate student attendance and provide resources to help defray associated costs.

INFRACTIONS/PROGRAM PROFESSIONAL STATUS

The MSAT Program operationally defines an infraction as an official violation by an ATS of the policies, procedures and rules contained within this handbook including violations of the NATA Foundations of Professional Practice and NATA Code of Ethics. In addition, individual preceptors retain the right to

create policies specific to their clinical site (dress code, tardiness etc…). ATS who violate individual preceptor policies can also be guilty of an infraction.

Prior to submitting an infraction, the "whistle blowing" party citing the infraction is strongly encouraged to discuss the infraction with the ATS. Every effort should be made to rectify the situation before submitting an official infraction.

Infractions will be handled in the following manner:

1. An infraction occurs
2. The "whistle blowing" party citing the infraction, after verbally discussing it with the ATS, provides a detailed written account of the violation to the MSAT Program faculty. It is strongly encouraged that all parties also verbally contact ATP faculty to discuss the infraction prior to providing written documentation.
3. The MSAT Program faculty schedules a meeting with the ATS to discuss the infraction
4. The AT Program Director supplies a written account of the infraction from the citing party perspective, an account of the infraction from the ATS perspective, corrective course of action from the ATP if necessary, and penalties assessed, if necessary.

Penalties associated with infractions will be determined case by case based on the severity of the infraction and history of prior infractions. Penalties could include but are not limited to:

- Reduction of final grade for the corresponding didactic or clinical fieldwork course
- Written Professional Probation Status reprimand placed into student folder
- Clinical Suspension from clinical fieldwork
- Dismissal from ATP

Faculty as Healthcare Providers

Core faculty members must not participate as health care providers for students in the program, except in an emergency situation.

Thank-You Notes and/or Gifts to Instructors and Preceptors

Students are encouraged to give their preceptor a "Thank You" note. The giving of gifts to individual instructors or preceptors while in the MSAT Program is prohibited.

Letters of Reference

Without exception, all requests for letters of reference or for completion of forms relating to academic performance and/or personal qualities require written authorization from the student (or graduate) for release of such information. Most faculty prefer an email or personal request in writing with sufficient lead time (it is best requested two weeks in advance), and instructions such as date and format of the letter. When making a request to faculty, please include the full name of the scholarship/position and the overall purpose and guidelines. If appropriate, please include a summary of pertinent comments from preceptor evaluations, and an updated resume/CV. The number of recommendation letters required of faculty is significant; therefore, students should consider others who could also write your letters (your advisor, an instructor or mentor, preceptor, etc.) and make requests as early as possible.

Professional Association Membership

The MSAT Program at Purdue University values professional involvement and membership in the professions' professional societies. Thus, all students are strongly encouraged to join the National Athletic Trainers' Association as student members. Members of the NATA have access to additional opportunities for scholarships, leadership, student activities and advocacy, and member resources that will be valuable in your role as a student. Students can join the association by clicking on the following link: https://www.nata.org/membership/about-membership/join-and-renew.

Professional Development Units (PDUs)

All students in the MSAT Program must achieve 50 PDUs over the course of their time in the program. These units are a combination of educational, service, and social opportunities offered outside of the formal curriculum to help encourage professional growth, establish a network, and connect with individuals inside and outside the profession. These activities will help distinguish students in the Purdue program from other graduates entering the job market by setting you apart from your peers.

The purposes of Professional Development Units (PDUs) are to:

1. Encourage students to pursue current and future professional development activities
2. Ensure that students become involved and engaged in a variety of different professional development experiences while preparing for life after the MSAT degree
3. Make students more marketable to prospective employers
4. Allow students to become accustomed to participating in future professional development activities

There are three general categories of PDUs. Category A PDUs are educational in nature, Category B are service activities, and Category C PDUs are those that hold value to the student and/or their goals but do not fit into one of the first two categories. Category C PDUs must be approved by the MSAT full faculty in order to count in the student's overall total.

Students should keep a running list of activities and report these to their faculty advisor at their end of semester meeting. The faculty member will maintain this as part of the student's official record to ensure appropriate progress is being made and help advise the student. Students must obtain a minimum of 20 PDUs in their first year to be eligible to progress in the curriculum. Students who do not obtain the minimum number of PDUs in their first year will be placed on probation until they obtain the necessary number to move forward.

Category A: Educational Activities

- Attending educational conferences
    - IATA or other state AT association meetings (5)
    - GLATA or other district AT association meetings (10)
    - NATA (15)
    - Lafayette Area Sports Medicine Symposium (5)
    - Other non-AT conferences (NSCA, INSHAPE, ACSM, etc) (1 per hour, max of 5 per conference)
- Attend virtual talks or symposia (1 per hour, max of 3 per talk)

- Submitting an abstract for professional presentation (8)
- Submitting a manuscript for publication or for Deloss Brubaker Student Competition (10)
- Attending an advertised HK Department or campus speakers (1 per hour, max of 3 per talk)
- Observe a surgery (2 per surgery, max of 10 total)
- Attend a CCO Office event (1 per hour, max of 3 per talk)
- Participate in IATA Quiz Bowl (3)
- Passing additional certifications
    - EMT (5)
    - CSCS (5)
    - ACSM (5)
    - FMS (3)
    - QPR (3)
- Participate in Interprofessional and/or Intercultural events (1 per hour, max of 3 per talk)

Category B: Service Activities

- Professional Service
    - Attending professional association board meetings (IATA, GLATA, NATA, ISMA, Licensing Board) (2 each meeting, maximum of 10 total)
    - Serving as an IATA Student Representative to a committee (10)
    - Professional association liaison (5)
- Campus/Program Service
    - Participating in the HK Club or Purdue HK Graduate Student Organization (3 per year)
    - Hosting an event for undergraduate Sports Medicine Concentration students (5-10 depending on nature of event)
    - Participating in fundraising service events such as Purdue Dance Marathon (3)
    - Hosting Study Reviews/Peer Tutoring for undergraduate Sports Medicine Concentration students (0.5 per hour hosted, max of 10 total)
    - Leading Open Labs for undergraduate Sports Medicine Concentration students (0.5 per hour hosted, max of 10 total)
    - Assisting Students with Peer Evaluations (0.5 per hour hosted, max of 10 total)
    - Attending Student Recruitment Events (1 per hour hosted, max of 5 total)
    - Contributing a column to TapeCuts Alumni Newsletter (must be pre-approved) (4)
    - Assist with program interviews (5)
- Community Service
    - Participating in any of the following events: Winterization, Purdue Blood Drive, Boy's/Girls' club programs, Pete's Pals, Toys for Tots (3 each)

Category C: Other Approved Activities (variable; to be approved by AT full faculty)

- Other activities of value submitted in writing by the student to the AT faculty. Each will be evaluated individually and approved based on planned and completed activities.

AMENDMENTS TO THIS HANDBOOK

This handbook is a living document that can be changed and amended based upon the dynamic fields of health care and education. Minor or technical changes will be made with annual notification to all stakeholders. Substantive changes in policy or language within the handbook will be communicated immediately to all stakeholders involved within the program.

ATP Program Policies Annual Agreement

Compliance with Policies and Requirements

By signing below, I,_____ indicate that I have read, understand, and agree to abide by all of the policies and requirements of the Purdue University ATP outlined in this student handbook. My questions about these policies and requirements have been answered and I understand that the Program Director and/or Clinical Education Coordinator can answer additional questions should they arise. This agreement is in effect for the entire academic year and must be renewed annually.

I am specifically aware of the program's requirements for graduation, retention and good standing.

I am specifically aware of the program's Safety & Capability requirements including but not limited to:

- Background checks and 24 hour self-disclosure if arrested or charged with a crime [details]
- Substance abuse and drug testing including "for cause" testing [details]
- Technical standards (including changes in status) and immunization compliance [details]
- Communicable diseases and blood borne pathogen exposure [details]

I am specifically aware of the program's policies about fieldwork commitments including but not limited to:

- Academic and non-academic schedule conflicts, punctuality and absenteeism, and outside employment
- Placements and loss of placement [details]
- Hours requirements, limits, and logging [details]
- Supervision during clinical care and prohibition of unsupervised practice [details]

I am specifically aware of the program's Professionalism requirements including but not limited to:

- Ethics and Laws
- Honor Codes
- Competence
- Appearance
- Responsibility, Accountability and Judgment in class, during fieldwork, and in my personal life [details]
- Communications and Confidentiality [details]
- Use of electronic devices and social networking
- Relationships and Professional Boundaries [details]

I understand that violation of the ATP policies or requirements carries consequences such as suspension from or loss of fieldwork placements, as well as academic and professionalism sanctions up to and including probation and program disenrollment.

Information Release

I authorize the ATP to provide information about me including my name, likeness, demographic and educational information to their accrediting body (CAATE) and/or The Board of Certification for the Athletic Trainer as part of program reporting requirements and /or credentialing eligibility verification requirements.

_____

Signature Date