

IOWA STATE UNIVERSITY

College of Human Sciences

2020-2021

● Master of Athletic Training ● Student Handbook ●

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SECTION ONE

ATHLETIC TRAINING PROGRAM

Introduction

Athletic training is the art and science of medicine within the following domains based on Practice analysis, 7th edition:

Injury and Illness Prevention and Wellness Promotion

Promoting healthy lifestyle behaviors with effective education and communication to enhance wellness and minimize the risk of injury and illness.

Examination, Assessment, and Diagnosis

Implementing systematic, evidence-based examinations and assessments to formulate valid clinical diagnoses and determine patients' plan of care.

Immediate and Emergency Care

Integrating best practices in immediate and emergency care for optimal outcomes

Therapeutic Intervention

Rehabilitating and reconditioning injuries, illnesses, and general medical conditions with the goal of achieving optimal activity level based on core concepts (i.e., knowledge and skillsets fundamental to all aspects of therapeutic interventions) using the applications of therapeutic exercise modality devices and manual techniques.

Healthcare Administration and Professional Responsibility

Integrating best practices in policy construction and implementation, documentation, and basic business practices to promote optimal patient care and employee well-being.

Athletic training has been recognized by the American Medical Association as an allied health profession and is practiced under the supervision of a physician. Since the founding of the National Athletic Trainers Association (NATA) in 1950, the role of the professional athletic trainer has changed dramatically. Education standards implemented in the late 1960s, along with the concept of certification of athletic trainers, have greatly increased the demand for specific curricular content to meet the needs of the aspiring athletic trainer.

Iowa State University has a long and proud history in the area of athletic training. The Athletic Training Program (ATP) obtained initial accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP) in April of 2001. On July 29, 2011, the program received a successful reaccreditation with the CAATE (Commission on Accreditation for Athletic Training Education). The existing ATP became a standalone major (A TR) within the Department of Kinesiology in the College of Human Sciences in the fall of 2012, awarding the first B.S. degree in Athletic Training in December 2012.

The transition to the Master of Athletic Training degree will begin in the summer of 2020, with the first group of graduate students beginning the program. Iowa State University will have two routes for admission to the master's program. A 3+2 accelerated program on campus or an applicant with a B.A. or B.S. who has met the prerequisite coursework and other admission criteria. The program is designed to both prepare the athletic training student to sit for the Board of Certification (BOC) Certification Examination and to accept entry-level athletic trainer positions in a wide variety of settings.

MATR Program Mission Statement

Athletic training is the art and science of the prevention, recognition, care, and rehabilitation of athletic injuries. It involves the organization and administration of athletic training education programs, as well as the education and counseling of athletes and physically active individuals. Iowa State University's athletic training program provides high-quality education striving to instill in the athletic training students the intellectual curiosity, evidence-based knowledge, and clinical skills essential for their individual development. The athletic training program enrolls academically qualified students who represent diverse socio-economic levels, ethnic heritage and who provide a gender balance. The program faculty and clinical preceptors strive to prepare athletic training students to be productive and responsible citizens of the world and to foster effective, caring individuals to promote the profession of athletic training.

The Athletic Training faculty and clinical preceptors continually update the educational curriculum to keep athletic training students current with field knowledge and to ensure the best possible education in both the didactic and clinical education settings.

MATR Program Goals

1. To prepare athletic training students for the BOC Certification Exam.
2. To produce high-quality athletic trainers prepared for employment in educational, clinical, and professional settings.
3. To promote professional and ethical conduct at all times.
4. To provide the athletic training students equal opportunity to develop their skills both in the classroom and clinical settings.
5. To continually update the curricular offerings to provide the athletic training student with current evidence-based knowledge in the profession.
6. To provide high-quality instruction in the classroom and clinical experiences.
7. To assist the athletic training student in gaining employment.
8. To promote the concept of establishing professional contacts by attending professional and educational meetings.
9. To foster an appreciation of athletic training as a component of sports medicine.
10. To foster the affective, caring side of athletic training.

MATR Program Objectives

1. Athletic training graduates will use effective communication skills.
2. Athletic training graduates will demonstrate competence in athletic training skills and knowledge.
3. Athletic training graduates will possess ethical, caring, professional attributes, and behaviors as a health care professional.
4. Athletic training graduates will demonstrate effective critical thinking and problem-solving skills, ensuring them of being an effective athletic trainer.
5. Athletic training graduates will demonstrate the ability to apply clinical skills and make evidence-based decisions to optimize patient outcomes.

The purpose of this handbook is to provide a ready reference for graduate students and faculty on issues related to the Master of Athletic Training graduate program in the Department of Kinesiology. It supplements the information provided by the Graduate College of Iowa State University. For consistency, some of the material presented here is excerpted from the Graduate College Handbook published by the Graduate College. Nevertheless, it is strongly recommended that readers of this program handbook read the *Graduate College Handbook* and spend some time reviewing the Graduate College's websites. All policies and procedures outlined in this program handbook are subject to those of the Graduate College. In other words, if the policies described here are at odds with those of the Graduate College, the latter takes precedence.

MATR Expected Outcomes

1. Students are expected to graduate from Iowa State University.
2. Students are expected to pass the Board of Certification examination.
3. Students are expected to obtain employment within six months after graduation.
4. Students are expected to get involved in the profession by serving on local, regional, or national committees, serving as a mentor, volunteer or support the legislative process to advance the profession, or be an educator
5. Students will be ready for unsupervised practice as a certified athletic trainer upon passing the BOC examination and graduating from Iowa State University

[The Graduate College Website](#)

[Iowa State University Catalog](#)

[Iowa State University Schedule of Classes](#)

[ISU Policy Library \(University-Wide Policies\)](#)

[ISU Athletic Training Website](#)

MATR Description

The Master of Athletic Training degree is a 58-credit program over a continuous two-year period, including summer sessions. The program has concentrated didactic and clinical education experiences leading to eligibility for the Board of Certification Examination (BOC). While in the program, students must maintain a cumulative grade point average of at least a 3.00 and must earn a grade of B- or higher in all graduate coursework.

MATR Admission Option One: The Pre-Athletic Training Phase (3+2 Program)

The purpose of this option of the program is for undergraduate students who are interested in entering the Athletic Training Master's Program. In addition to completing the prerequisite coursework and clinical observation hours, this pre-athletic option in the Department of Kinesiology will enable students to become familiar with the commitment necessary to succeed in the athletic training profession. Only students enrolled in the Athletic Training courses and clinical practicums will obtain clinical experience within the affiliated clinical sites. Students in this option will need to apply for admission to the MATR, have a minimum of 3.0 cumulative GPA, complete 125 clinical observation hours, and submit all application materials during their third year (junior year).

MATR Admission Option Two

Completed B.A. or B.S. from an accredited institution, minimum 3.0 GPA, C or better in prerequisite coursework, completion of 125 clinical observation hours.

MATR PROGRAM ADMISSION CRITERIA FOR ALL APPLICANTS

1. Completed B.A. or B.S. from an accredited institution or completion of the **first three years** in the Iowa State University (ISU) 3+2 MATR program.
2. Minimum cumulative GPA of 3.0.
3. Earn a C or better in the following undergraduate prerequisite courses:
 - a. Nutrition
 - b. Biology with lab
 - c. Chemistry with lab
 - d. Physics
 - e. Biomechanics
 - f. Exercise Physiology with lab (if lab offered)
 - g. Human Anatomy with lab
 - h. Human Physiology with lab
 - i. Introduction to Psychology or Developmental Psychology
 - j. Statistics
4. Observe a minimum of 125 clinical hours under the supervision of a certified, licensed athletic trainer. These clinical hours are signed off by the certified athletic trainer using the Athletic Training Observation Hours Form (non-ISU pre-athletic training option and transfer students only).

Application Procedures

Admission to the Master of Athletic Training program is competitive. Applicants are expected to meet technical standards, pass a background check, and comply with health and safety standards, including immunization requirements. The completion of the application does **not** guarantee admission to the program.

Applications are due December 1 each year. Following the December 1 deadline, admission will be rolling. Coursework for the graduate program begins during the summer session in mid-May. A personal interview will also be required. All applicants must also meet the admission requirements of the Graduate College.

Complete the following to apply to the MATR Program:

MATR Option one applicants (3+2 Applicants): Submit a completed concurrent enrollment form to the Program Director. All other application materials listed below must be submitted electronically via email to the Program Director. You do not need to complete #1 below, but you do need to complete and submit via email all of the other application materials listed below. Your letters of recommendation can be submitted directly from your reference to the Program Director.

MATR Option two applicants (Completed B.A. or B.S. from an accredited institution, minimum 3.0 GPA, C or better in prerequisite coursework, completion of 125 clinical observation hours):

1. Apply online via ISU Admissions for the graduate program.
2. Submit three letters of recommendation (two of the letters from a medical professional, academic reference, or character reference, and the remaining letter coming from a certified athletic trainer).
3. Upload the following documents via the application process:
 - Resume
 - Technical Standards for Admission Form
 - Athletic Training Program Information Sheet
 - Athletic Training Observation Hours Form (non-ISU pre-athletic training and transfer students only).
4. Submit required immunization records to ISU for admission.
5. Applicants whose primary language is not English must meet the English proficiency requirement the options listed on the ISU Graduate College admission site.

Acceptance

You will receive an email from the athletic training program director as soon as a review of all application materials. The Iowa State University Office of Admissions will send an acceptance letter to the address you had on file when you applied. The review of application materials can be anywhere from mid to end-December/January, and all applicants will be notified by late January to mid-February.

Acceptance procedures (must be completed within 60 days of receipt of acceptance letter or email notification):

1. Responding (accept or deny) to the athletic training program director's acceptance letter may be done by email.
2. Before beginning clinical rotations in the summer must have documented and submitted to the Coordinator of Clinical Education the following:
 - a. Immunizations: MMR, Tdap, Hepatitis B, Varicella, Influenza (on file)
 - b. Negative TB Skin test
 - c. 9-panel drug screen (can be performed at McFarland Occupational Medicine with appointment-cost is \$48)
 - d. Criminal Background Check (within 12 months of clinical rotation start)
 - e. Liability Insurance (minimum \$1,000,000 per occurrence and \$3,000,000 annual aggregate)-this is purchased from clinical course fee in A TR 509
 - f. Provide proof of health insurance.
 - g. Curriculum Vitae/Resume
3. Must become a National Athletic Trainers' Association member.
4. Must obtain professional liability insurance (will be purchased during the first clinical education course as part of the course fee)
5. Must complete a criminal background check (will be completed before the first summer session of the graduate program)
6. Copy of CPR/AED certification (CPR Basic Life Support) – must hold current professional rescuer certification upon entry and show proof.

MATR Program Student Matriculation

The program begins and a student obtains graduate student status with the summer session I coursework and clinical education courses: A TR 501, A TR 502, A TR 509, and A TR 520.

Expectations of the Graduate Program:

1. Each student must maintain current emergency cardiac care certification (ECC). ECC certification must include all the following:
 - Adult CPR
 - Pediatric CPR
 - Second rescuer COR
 - Airway obstruction
 - Barrier devices (e.g., pocket mask, bag valve mask)

The Athletic Training program will offer updates as needed for recertification, or students can contact their local American Red Cross/American Heart Association chapter. Please

provide a copy of your current certification card to the Coordinator of Clinical Education as you receive them.

2. Complete all health and immunizations requirements and forms to be compliant with both university and clinical site requirements and to participate in any clinical education experience. These forms and requirements may include any additional tests or examinations that may be required by a specific clinical site to which a student is assigned, including background checks, influenza vaccinations, etc.
3. Students must maintain NATA membership throughout their time in the program. Please provide a copy of your current NATA card to the Coordinator of Clinical Education as you renew them.
4. Students need to register and obtain a NPI number.
5. Students need to complete all Athletic Training didactic and clinical coursework with a "Pass" grade, "B-" or 80% or better to be considered "proficient" and "competent" to move onto the next set of courses.
6. Students will need to provide their transportation to all clinical experiences. You are responsible for all costs incurred during your travel off-campus, including parking and gas. Students who drive to their clinical experiences must have a valid driver's license and insurance. There is an assumption of risk by you and the other people in your vehicle if you chose to carpool, and an accident occurs. ISU will not reimburse the owner or driver for damages to the vehicle or other personal property in the vehicle. ISU is not liable for any injuries incurred while traveling to and from clinical experiences, and students must adhere to ISU background check driving restrictions (this may include driving ISU gators and golf carts).
7. Students must always conduct yourself as a professional. One of the most significant components of professional development is the relationships fostered between athletic training students and those with whom you regularly interact. These interactions may include, but are not limited to, AT faculty, clinical preceptors, patients, and team physicians, associated preceptors during supplemental clinical experiences, Department of Kinesiology faculty members, coaching staff, fellow students, pre-athletic training students, support staff, alumni, and community members.

Tuition and Fees

Tuition and fees are subject to change without notice. Tuition and mandatory fees are approved by the University and Board of Regents, State of Iowa. Fall and spring semester tuition and fees are based on credit load at 5:00 p.m. on the 10th day of class. This is the last

day for adjustments downward in tuition and fee assessment. For questions regarding tuition and fees, please call 515-294-2331 or email schedfees@iastate.edu

Adjustment Notes

- Tuition and fee assessment deadlines are independent from academic deadlines and financial aid deadlines.
- Enrollment in multiple terms (e.g., summer sessions, first-half, or second-half semester courses) may impact tuition adjustments. Adjustments for courses with different session dates are calculated based upon individual session deadlines. Contact the Scheduling and Fees Office at 515-294-2331 or by emailing schedfees@iastate.edu for more information.
- Contact the Scheduling and Fees Office at 515-294-2331 or by emailing schedfees@iastate.edu for more information about tuition adjustment information for course dates that differ from those listed below.
- Withdrawing during a term may affect your financial aid. See [Financial Aid](#) for more information.

Additional Financial Costs

In addition to Iowa State University tuition and fees, there will be additional costs once a student is accepted into the Master of Athletic Training program.

ATrack Subscription Fee (\$45 annually/\$90 lifetime): ATrack is used for documenting clinical hours, clinical skills and progression, and semester student clinical evaluations. The cost of this subscription fee is included in the A TR 509 course fee.

Background Check (\$0): Background checks are performed on all students on an annual basis. The university currently covers the associated cost.

BOC Examination (\$35 application, \$330 exam fee): All students are required to sit for the BOC exam during their final semester of the program.

Clothing (varies): Students have the option to purchase assorted clothing at a discounted rate to wear during clinical rotations. Clothing requirements may be dictated by the clinical assignment and may require dress clothes.

CPR Recertification (\$35): Students must maintain American Red Cross BLS/CPR for Healthcare or equivalent certification while in the program.

Immersive Clinical Experience (varies): Immersive clinical experiences that occur at a distant location may require travel, food, and lodging expenses that will be the responsibility of the student.

Immunizations (Covered by most student's medical insurance): Iowa State University requires proof of immunizations (MMR) for admission. Additional immunizations may be required beyond what is needed for admission and are the student's responsibility.

NATA Professional Membership (\$80 annually): All athletic training students are required to be members of the National Athletic Trainers' Association (NATA).

9-Panel Drug Screen (\$50): Screening required for multiple clinical experiences outside of ISU. This fee will be collected in a course fee for A TR 509.

Professional Liability Insurance (\$10-15 annually): Liability insurance is needed for all clinical rotations. The cost of the insurance is included in the A TR 509 course fee.

Professional Meeting Attendance (varies): Athletic training students are required to attend at least one professional meeting while in the program. The student is responsible for registration, travel, food, and lodging.

Travel (varies): Students are responsible for all costs associated with travel to and from clinical sites.

Course Fees: Athletic training students are assessed course fees for the courses below. These fees are used to purchase supplies and equipment needed to operate the specific course. Course fees may not be refundable if a student drops a course at a certain point before or during the semester the course is in session.

Course Number	Course Name	Fee/Usage	Course Fee
A TR 501	Bracing, Wrapping, and Taping Techniques	Materials and Supplies	\$125
A TR 502	Emergency Care Procedures in Athletic Training	Supplies	\$25
A TR 505	Therapeutic Modalities and Clinical Interventions	Supplies	\$25
A TR 509	Athletic Training Clinical Education I	ATrack Subscription Professional Liability Insurance 9-Panel Drug Screen	\$160
A TR 523	Athletic Training Seminar D (Therapeutic Interventions)	TBD	\$100
A TR 524	Athletic Training Seminar E (Advanced Topics)	BOC Exam Prep Simulations	\$70

Financial Aid

Concurrent Student Enrollment

Operational policies for concurrent undergraduate/graduate students:

- At the point that a student is classified at the graduate level, students will no longer be eligible for undergraduate aid (Federal Pell Grant, Iowa State University Grants, FSEOG Grant, Differential Tuition Awards, and Subsidized Direct Loans).
 - To maintain eligibility for external and ISU college/departmental scholarships while a student is classified as concurrent, the scholarship must meet donor parameters set in place when originally awarded.
 - Students will be eligible for graduate-level aid as determined by the Office of Student Financial Aid.
- Students receiving admissions institutional scholarships may continue to receive them until they have completed their undergraduate degree.
 - Students can still only receive scholarships originally awarded through the Office of Admissions for a maximum of eight semesters.
 - Concurrent students must still enroll in 12 or more credits in order to receive their admissions scholarship for a given semester and to remain eligible for future semesters.
 - Non-resident students on assistantship who receive an in-state benefit will have the award adjusted to reflect the resident rate. This is consistent with the current policy for non-resident undergraduates who become resident students.

Financial Aid Enrollment Status Definitions for *Graduate* Students for the Fall and Spring Semesters

- Full-time enrollment – 8.5 credits per semester
- Three-quarter time enrollment – 7-8 credits per semester
- Half-time enrollment – 4.5-6.5 credits per semester
- Less than half-time enrollment – 0-4 credits per semester

Summer Financial Aid Information

- Must complete a summer aid application in AccessPlus under the “Financial Aid” menu **after** registering for summer classes
- Must file the 2020-2021 FAFSA at StudentAid.gov by June 30, 2021, to be considered for summer financial aid
- You will be notified via email when your Summer Aid Offer is viewable in AccessPlus
- If you are a new transfer student to ISU, your summer financial aid eligibility may be limited based on aid received at your prior school

Minimum Enrollment Requirements

Students must be enrolled in coursework that is considered at least half-time status to be eligible for financial aid. Below are the number of credits in which a student must be enrolled to be considered half-time. Enrollment requirements for the Office of Student Financial Aid and

for the Office of the Registrar may differ. Full-time certification for internships or through Student Disability Resources does not guarantee financial aid eligibility. C-base graduate assistants who are on assistantships for the summer must be enrolled in one credit to receive federal student aid.

Please Note: If a student reduces their Summer credits after initial enrollment, their Summer aid may need to be reduced.

Enrollment Period	Undergraduate	Graduate
4 weeks	1.5 credits	1.5 credits
6 weeks	2.5 credits	2 credits
8 weeks	3 credits	2.5 credits
10 weeks	4 credits	3 credits
12 weeks	4.5 credits	3.5 credits

Sources of Summer Aid

Pell Grant

Students that are eligible to receive a Federal Pell Grant during the Fall and Spring semesters of their 2020-2021 FAFSA may be eligible to receive Federal Pell Grant funds during the summer 2021 term. The amount awarded will be prorated based on enrollment, not to exceed 50% of the maximum amount listed on your Student Aid Report (SAR). Students that attended full-time during fall 2020 and spring 2021 must be enrolled at least half-time summer 2021 to be considered for Federal Pell Grant funds. The amount awarded will count towards the student's maximum lifetime limit. To apply:

1. Register for summer courses.
2. Complete the Summer Aid App on Access Plus

Loan Programs

Loan funds are available through the Federal Direct Loan, PLUS Loan, or Private Loan Programs. Maximum loan amounts for the Federal Direct Loan Program, based in part on the cost of attendance, are listed below:

- Freshmen: \$2,750 (Dependent) or \$4,750 (Independent)
- Sophomores: \$3,250 (Dependent) or \$5,250 (Independent)
- Juniors/Seniors: \$3,750 (Dependent) or \$6,250 (Independent)
- Graduate Students: \$10,250

Details

The Financial Aid Office calculates students' eligibility and offers them aid packages through the Federal Pell Grant program, Federal Direct Subsidized Loan (interest paid by the government), and Federal Direct Unsubsidized Loan (borrower pays the interest). Parents of a student may also borrow for their student using the Federal Direct PLUS Loan program. Graduate and Veterinary Medicine students may also borrow using the Federal Direct Graduate PLUS Loan program. Additionally, students or their parents may borrow through private loan programs if they have eligibility according to their cost of attendance.

Each Iowa State student will be sent an email after their summer aid has been processed. Students can then view their awards on Access Plus.

Students and their parents should consider all of their costs to determine how much money will be needed for summer attendance. The Registrar's Office lists Summer Tuition and Fees on its website.

Student Withdrawal Policy

From time-to-time circumstances may arise that make students unable to continue their enrollment as an ISU student for the remainder of the current term. If the timing of this occurs on the first day of the term or any point prior to finals week, students must initiate the withdrawal process in order to formally discontinue their enrollment from the university. This is a collaborative process that requires student responsibility, student affairs and academic affairs partnership, and central coordination.

Policy Statement

Undergraduate, graduate, and professional students seeking to withdraw from Iowa State University as defined by this policy must comply with the processes established by the Office of the Registrar. Withdrawal from the university is categorized into four classifications, each with distinct processes and documentation requirements. These include Standard Withdrawal, Medical Withdrawal, University Initiated Withdrawal, and Out of Term Withdrawal. Further, additional guidelines for returning to the university may apply for students who repeatedly request withdrawal to ensure appropriate support services are in place to facilitate student success. The applicable procedures and processes for each withdrawal classification are maintained by the Office of the Registrar [here](#).

Cancellation of course registration prior to the first day of the term ("Course Cancellation" or "Withdrawal from Admission") is not within the purview of this policy.

Withdrawal Procedures

Introduction

Students begin the withdrawal process in their college, typically with their academic advisor/major professor or student services office, where the Request for Withdrawal Form is completed. This form is then processed by the Office of the Registrar, with the student's semester courses withdrawn based on the effective date on the form. Tuition and fees are

adjusted, if appropriate, according to established policies approved by the Board of Regents, State of Iowa [here](#).

When students contact their academic college to initiate a withdrawal, they should expect to discuss their situation with the appropriate college official. The purpose of this conversation is to consider options based on the consequences of the withdrawal. When a late-term withdrawal (Period Three) is determined to be the most appropriate option, documentation of extenuating circumstances will be required. Students should not expect to withdraw during the final examination week. If the appropriate withdrawal process is not followed, students will remain enrolled in their courses, and the appropriate grades will be assigned at the end of the term.

The following processes have been developed to ensure that withdrawal from the university is easily navigated by both the student and university personnel who may be providing guidance. The responsibility for successfully navigating these responsibilities ultimately lies with the student requesting the withdrawal. Key terms associated with the withdrawal process are defined in these procedures, as are the roles and responsibilities of key stakeholders. The withdrawal processes are then outlined in four categories: Standard Withdrawal, Medical Withdrawal, University Initiated Withdrawal, and Out of Term Withdrawal. Each withdrawal category has unique considerations that impact student success which must be balanced with the university's administrative responsibilities. These processes provide consistency and also maintain an appropriately rigorous academic environment.

Standard Withdrawal

Standard Withdrawal is defined as dropping all classes for the current term after the semester/session has begun. Students who are considering withdrawal from the university should immediately consult their academic advisor to discuss reasons for the withdrawal and alternatives. The withdrawal procedures established by the Office of the Registrar must be followed. Otherwise, course instructors will assign grades or marks they consider appropriate. Since these grades may be F's, students are advised that failure to follow the prescribed withdrawal procedures may adversely affect their academic record. Standard withdrawals occur in three periods during the typical 16-week fall and spring terms.

- *Period One* – First 5 days of fall or spring semester, week 1.
- *Period Two* – Weeks 2 – 10.
- *Period Three* – Weeks 11 – 15. Period Three withdrawals are granted only for extenuating circumstances beyond the student's control that impact the ability to remain enrolled and complete academic responsibilities. (Examples include, but are not limited to, personal trauma, family emergencies, legal difficulties, etc.) Period Three withdrawals require a petition to the college of the student's primary major requesting permission to withdraw. The college will require appropriate documentation to support the extenuating circumstances prompting the withdrawal request. Undergraduate students on probation who withdraw during Period Three will be subject to academic dismissal at the end of the term.

- Finals Week - Students should not expect to withdraw during Finals Week. When a situation beyond a student's control precludes completion of final examinations, requests should be made to course instructors for Incompletes rather than withdrawal during Finals Week.

The specific dates for the three withdrawal periods are adjusted on a prorated basis for non-standard term lengths, including summer sessions. All withdrawal dates are included on the University Academic Calendar [here](#).

When a student initiates a withdrawal from the university prior to the end of Period Two (the 10th week of classes during a standard 16-week semester), at a minimum, the following steps are required:

- Contact/meet with the primary academic advisor to discuss withdrawal.
- Complete a Request for Withdrawal Form.
- International Students must also meet with an advisor in the International Students and Scholars Office prior to submitting the Request for Withdrawal form to the college office.
- Submit completed Request for Withdrawal form signed by the student and the advisor to the college student services office for student's primary major.

If the withdrawal request is approved the student is eligible to return to the university for a future term with the same academic status that the student held at the beginning of the withdrawal term.

Late-term Withdrawal (Period Three) due to Extenuating Circumstance

When a student requests withdrawal from the university during Period Three (weeks 11 – 15 during a standard 16-week semester), the student must provide documentation establishing an “extenuating circumstance” that prevents the student from fulfilling their academic responsibilities. An extenuating circumstance is a situation that is beyond the control of the student. It may have developed after the end of the 10th week, or it may have become more serious since the 10th week. Poor academic performance alone is not an extenuating circumstance. To request a late-term withdrawal, the following steps are required:

- Contact/meet with the primary academic advisor to discuss withdrawal, as well as other possible options.
- Complete a Request for Withdrawal Form.
- Write a petition explaining the extenuating circumstance and asking permission to withdraw. Appropriate documentation of the extenuating circumstance must be provided in addition to the student's statement.
- International Students must also meet with an advisor in the International Students and Scholars Office prior to submitting the Request for Withdrawal form to the college office.

- Submit the petition, documentation, and the completed Request for Withdrawal Form signed by the student and advisor to the college student services office.
- Requests must be submitted prior to the beginning of the final exam period each term.

The college will determine whether to approve or deny the request for late-term withdrawal. Appeals may be made to the college student services office.

Undergraduate students on academic probation who are granted withdrawal during Period Three will be subject to academic dismissal at the end of the term. Appeals may be made to the college Academic Standards Committee.

Additional Considerations for Standard Withdrawal

Before withdrawing from the university, a student should carefully consider all the potential effects of such a withdrawal. Considerations should include, but are not limited to:

- The student is withdrawn from all courses based on the withdrawal date on the form, and tuition and fees are adjusted, if appropriate, according to established policies approved by the Board of Regents, State of Iowa [here](#). Questions about tuition assessments should be directed to the Office of the Registrar.
- Students utilizing Financial Aid who withdraw should consult with the Office of Student Financial Aid before completing the withdrawal process to discuss the impact that withdrawal will have on the student's financial aid obligations. Federal regulations and university policy may require the repayment of a portion of the financial aid funds the student received.
- Graduate students' tuition, assistantship, and fellowship support may be impacted by a withdrawal.
- Students who receive Veterans Benefits may be required to repay all or a portion of the tuition benefits they received for the term.
- Students living in on-campus housing or who have a campus meal plan may be responsible for prorated housing and dining charges based on the date of their withdrawal.
- Students who withdraw are also responsible for charges assessed for any products and services associated with their enrollment, such as textbooks, health insurance, athletic tickets, etc. Students should consult with Accounts Receivable to determine the amount owed to the university at the time of withdrawal.
- International students who withdraw should consult with the International Students and Scholars Office before completing the withdrawal process. A withdrawal may affect an international student's immigration/visa status.
- Students who develop a pattern of withdrawing (for example, a student submitting a Period Three withdrawal request for two consecutive semesters or withdrawing repeatedly each Spring semester) may have a Dean of Students Office Hold (R) placed

on their record by the college at the time of withdrawal. To initiate this process, the College Official completing the Request for Withdrawal Form should request the DSO place the Hold by sending a summary e-mail to studentassistance@iastate.edu. The staff in Student Assistance will contact the student to offer guidance at the time of withdrawal and facilitate the student's successful return to the university. This is part of the university's commitment to the student's academic success. Working with the Dean of Office is designed to guide students to more sustainable and productive academic and personal success strategies and reduce the likelihood of a continued pattern of academic difficulty.

Medical Withdrawal

Under certain situations where a student's health or well-being prevents continued enrollment, the student may initiate medical withdrawal procedures. Students may indicate a medical rationale when completing the Request for Withdrawal form.

Students may voluntarily initiate a medical withdrawal during any standard withdrawal period: Period One, Period Two, or Period Three. Undergraduate students on academic probation who are granted medical withdrawal during Period Three will be subject to academic dismissal at the end of the term. Graduate and professional students seeking a medical leave of absence should contact the Graduate College or College of Veterinary Medicine student services office as appropriate for guidance.

A Medical Withdrawal requires the following additional guidance for those administering the withdrawal request and the student's consequent return to Iowa State University.

1. **Medical Hold** - Students who indicate a medical rationale when completing the Request for Withdrawal Form will have a Medical Hold (M) placed on their future registration by the Registrar at the time of withdrawal. The Registrar's Office sends daily notification of all withdrawals to necessary offices (examples include, but are not limited to, Dean of Students, Department of Residence, and Office of Student Financial Aid). When the Dean of Students Office is notified, a medical withdrawal has been processed, staff in Student Assistance will contact the student to offer guidance at the time of withdrawal and facilitate the student's successful return to the university. A Medical Hold may also be put in place when students disclose a medical rationale for withdrawal at any stage of the withdrawal process, including tuition and fee appeals.
2. **Return from student-initiated Medical Withdrawal** - When the student initiates Medical Withdrawal from the university, requests to return will initially be reviewed by Student Assistance in the Dean of Students Office to clear the Medical Hold. Students will need to provide the following information to Student Assistance staff to clear the Medical Hold:
 - Description of what medical conditions prompted the withdrawal and what treatment(s) occurred while away from Iowa State.
 - Documentation from a licensed medical provider indicating the following.

- The student is ready to resume the rigors and stress associated with the higher education environment.
- The student possesses the fitness and capacity to succeed in the anticipated degree program.
- Explanation of accommodations, conditions, or continuity of care plans (if any) that are recommended upon return to the campus environment.
- Guidance for students and providers, including a sample letter, is available on the [Medical Withdrawal Sample Provider Letter](#) webpage.
- To provide ample time for consideration, this process should be initiated by the student at least 30 calendar days prior to the start of the term students wish to re-enroll.

Student Assistance staff will review the documentation provided and determine if additional documentation or further review is required. A decision to clear the Medical Hold will be made based on the information provided by the student and their treating professionals.

If no further documentation or review is required, the Medical Hold will be lifted, and the student will be referred to the appropriate academic College Official. (Students wishing to change majors upon return will be referred to their current college to start the major change process.) Notification when Medical Holds are released will be sent by the Dean of Students Office to the appropriate College Officials.

If further review of the student's medical situation is needed, the student may be required to attend a re-entry meeting with the Medical Consultation Committee.

3. **Retention of Confidential Student Records** - medical documentation provided at the time of withdrawal will be considered a part of the student's education record and forwarded to Student Assistance in the Dean of Students Office. Any medical records submitted when students request to return will also be retained by Student Assistance.

MATR Program Expectations

The MATR program will offer many opportunities for gaining diverse and immersive clinical experiences and didactic knowledge so that each student will meet the requirements and be qualified to sit for the BOC entry-level examination. As a student enrolled in the MATR program, you are to conduct yourself in accordance with program policies in didactic and clinical experiences, either on or off-campus. We have a reputation for preparing students to become successful certified athletic trainers well prepared for employment in various settings. We, at all times, will promote the athletic training profession in a positive manner and with a lot of pride. Students need to excel both academically and clinically. As a student, it is expected you attend all of your classes and clinical education experiences. Each student will be assessed at the end of each semester so the program may ascertain specific needs to provide the optimal environment for success. The Clinical

Preceptors, the Faculty, Program Director, and Clinical Coordinator for Education will provide professional expertise of the profession of athletic training; however, it is up to the students to achieve the most well-rounded experience from each assigned venue. If the student has performed satisfactorily or better, he or she will be given additional responsibility and continued advancement within the program. This progression will be based on the retention policy, as written below. Upon successful completion of the program, the student may be eligible for application to the BOC entry-level examination.

Program of Study (POS)

Your POS is the coursework you intend to take while at Iowa State University. The POS will be designed within the MATR curriculum in compliance with the CAATE standards for an accredited program. The written framework of the program has been developed, implemented, and evaluated to ensure the program's mission aligns with the mission of Iowa State University, the College of Human Sciences, and the Department of Kinesiology. There are specific program outcomes that are defined by the program, and curricular design, planning, and sequencing are part of the outcome assessment plan. The didactic portion of the program includes clinical experience requirements, and the combination of these two must meet the curricular content standards (Standards 56-94). The program's athletic training clinical experiences and supplemental clinical experiences provide a logical progression of increasingly complex and autonomous patient care and client-care experiences. The professional program requires prerequisite classes in biology, chemistry, physics, psychology, anatomy, and physiology at the postsecondary level. Students must gain foundational knowledge in statistics, research design, epidemiology, pathophysiology, biomechanics and pathomechanics, exercise physiology, nutrition, human anatomy, pharmacology, public health, and health care delivery and payor systems. Students are expected to determine early in their studies the courses they need to take and when they are offered. It would be best if you met with your Major Professor/Advisor/Athletic Training Program Director regularly to make sure you are on track for the completion of your degree. The MATR degree is a coursework-only degree; therefore, no thesis or creative component is required by students.

Graduation Requirements

- Minimum 3.0 overall cumulative GPA (minimum of an 80%)
- A grade of "Pass" in all Athletic Training Clinical Education Experience courses (A TR 509, A TR 519, A TR 529, A TR 539, A TR 559, and A TR 569)
- No more than two "C" grades in any other course in POS
- Adhere to all academic and clinical education requirements.
- Adhere to all MATR graduate program handbook policies.
- Complete paperwork required for Graduate College graduation requirements.

Retention Policy

Once admitted into the MATR, the athletic training student will be evaluated each semester by their assigned Clinical Preceptor, Program Director, and Clinical Coordinator for Education. If appropriate progress is attained, the athletic training student will be allowed to advance to the next semester. If

progress is unsatisfactory in academic, clinical, and developmental performance as listed below, the student will be placed on probation status for one semester to identify and potentially remedy any deficiencies. If the deficiencies are not remedied in the time frame allotted, the athletic training student will be dismissed from the program. The Program Director and Clinical Coordinator for Education shall monitor student progress from one semester to the next. They will make all status related decisions in consultation with the student's assigned Clinical Preceptor.

Academic

To remain in "good standing" within the MATR, the athletic training student must maintain a cumulative grade point average of a grade point average of 3.0 in graduate course work and clinical education courses. If the student's GPA falls below 3.0, they will be placed on academic probation for the following academic semester. A student may earn no less than a "B-" in ALL MATR courses, and students must retake any course in which they do not receive the required minimum grade of a "B-" or 80%. This may cause a delay in a student from a normal progression in the MATR due to course sequencing. A student may not continue in the program if he/she is required to retake more than two athletic training courses.

Clinical

The Clinical Preceptors will assess the athletic training student's clinical performance each semester and provide a recommendation to the program for or against advancement. Other parties directly involved with the student's clinical performance may also have input with the semester's end evaluation. This evaluation may include but not be limited to the Program Director, Coordinator of Clinical Education, Clinical Preceptor, or University Faculty. An athletic training student must complete 100% of their clinical skill assessments patient encounters, evaluations for the clinical program, paperwork including the following: Blood-borne pathogen safety training/review, communicable and infectious disease policy, patient/client privacy protections (HIPAA, FERPA, etc.), rotation rules/regulations (sanitation precautions, required immunizations, dress code, name badge, etc.), injury management system utilized at the clinical site, and any other clinical experience specific requirements.

Developmental

The athletic training student is expected to meet appropriate deadlines for the completion of all the program requirements, ATrack documentation, Clinical Education course requirements, completion of clinical evaluation forms, clinical proficiencies, patient encounters, regular attendance, and participation in clinical education rotations and other responsibilities for retention in the ATP. Participation in all academic and clinical activities, including professional meetings, state wrestling, Special Olympics, cross country and track meets, guest speakers, ground round talks, journal club meetings, and any other special opportunities deemed as important to your development. Failure to meet the defined deadlines is grounds for probation or dismissal from the program.

Probation Status

If the athletic training student fails to maintain all program requirements or is unable to meet the retention policy as stated previously, the student will be placed on probation status. Probation status may also be the result of disciplinary action concerning clinical conduct and responsibility, which will be explained in the next section of this handbook. Immediately upon learning of the Probation Status, the student will be required to meet with the Program Director and/or Coordinator of Clinical Education. A student on probation status is still considered enrolled in the program and is subject to all policies described in this handbook. Probation status entails a varied amount of actions based on the recommendation of the Program Director. This action will typically involve some form of a reduction in the clinical portion of the Program as well as having the student and Program Director incorporate a formal plan of action directed at correcting the deficiency. This status will remain in effect for one semester and will begin with the semester immediately following the date at which the deficiency is discovered. The student will be allowed to re-take any Athletic Training coursework that may have contributed to the deficiency as well as any other coursework that falls within the regular progression of the academic program of study plan. However, as stated previously, a student will be dismissed from the program if they achieve below the required “B-” level in any of the Athletic Training classes more than twice. Upon completion of the probation status semester, if all deficiencies are rectified, the student will be allowed to continue with the program within the regular progression of the academic plan. The student will return to the appropriate clinical portion of the program according to a level determined by the Program Director and Coordinator of Clinical Education.

If a student acquires a deficiency or fails to meet any of the program requirements during the probation status semester, he or she may be dismissed from the program. This student may be considered for re-admission to the program at a later date if they complete the application process for admission, as stated previously. The Athletic Training program administrators will consider Re-admission applications may or may not be granted at their discretion. No student will be allowed to be placed on Probation Status more than once in their tenure within the program. This condition applies regardless of the timing of the student being placed on this status (i.e., consecutive semesters, alternating semesters, or other timeframes).

Program Dismissal

Program dismissal will be administered by the Program Director and will be consistent with the policies of the program. If a student has been dismissed from the program, he or she will not be allowed to continue with the regular progression of the academic plan, nor will they be able to participate in the clinical portion of the program. All benefits will be revoked at the time of dismissal as well. If the student chooses to reapply for acceptance by following the procedures for the application stated previously, the Athletic Training program administrators will decide re-admission at their discretion. If re-admission is granted, the student will be required to complete the remaining academic coursework and clinical experiences remaining prior to dismissal. If a re-admitted student is placed on the probationary status a second time, they will be dismissed from the program and will not be considered for re-admission at any time. A

student that has been dismissed from the program is not considered to be enrolled in the program.

Program dismissal may also be the result of disciplinary action concerning clinical conduct and responsibility, which will be explained in the next section of this handbook.

Grievances

If an athletic training student wishes to file a grievance regarding a didactic or clinical experience while enrolled in the program, they need to contact the Program Director in writing, stating they wish to do so. This formal request is to be filed within thirty days of any incident warranting the grievance. The Program Director, Coordinator of Clinical Education, and if needed, the Department of Kinesiology Chair will be involved in the grievance resolution process. If the Program Director is not contacted within the thirty days, the grievance will not be heard. In addition, if the grievance is with the Program Director, Coordinator of Clinical Education, the student can follow procedures within the Graduate College handbook (see below).

The following link and excerpt are from the [Graduate College Student Handbook](#):

Graduate Student Grievance Procedures

Several formal avenues of appeal are available to graduate students, depending on the nature of the grievance. Outlined in this section are procedures designed to handle grievances concerning grades and instruction and for grievances related to scholarly and professional competence. Other appeal routes are available within the student disciplinary process and for inappropriate termination of assistantship appointments. All procedures start at the department or program level and lead through a series of steps to higher appeal channels. If a student's complaint relates to a general policy, they may also bring the matter to the attention of the GPSS either by contacting a senator or the GPSS president. Students also have the right to contact the Dean of the Graduate College about the grievance.

The following grievance procedures may not be used when students are afforded due process hearings or appeals as provided by University policy. For example, these grievance processes are not available for failure to meet clearly stated academic requirements, for violations of the Student Disciplinary Regulations handled by the Student Conduct Administrator, or where a research misconduct proceeding has been initiated by the Research Integrity Officer. A student may withdraw from any student-initiated grievance procedures outlined below by writing a signed and dated letter to the Dean of the Graduate College.

Grievances about Grades and Instruction

If a graduate student contends that a faculty member, in their academic capacity as a course instructor, has behaved unfairly or unprofessionally, a grievance may be reviewed through the procedure described below. This procedure may not be invoked for more than one year following completion of the course. An appeal of a course grade must be initiated by midterm of the semester following the student's completion of the course.

- If the dispute or perceived violation does not directly involve the graduate student's major professor, the graduate student is encouraged to contact their major professor.
- The graduate student may contact the Graduate and Professional Student Senate (GPSS) by contacting the senator representing the student's academic unit or the GPSS president. The GPSS will represent the best interests of the student and may serve as a liaison between the student and the appropriate University administration and offices.
- The graduate student may contact Student Assistance staff within the Dean of Student's Office.
- Students may contact the Dean of the Graduate College to pursue informal dispute resolution.
- Graduate students are encouraged to contact the Ombuds Office for unbiased and neutral assessment for informal resolution of a dispute.
- Concerns of discrimination, harassment, and/or sexual misconduct do not fall within these procedures, and instead should be reported to the Office of Equal Opportunity as soon as possible.

Before initiating a formal appeal, the student may wish to discuss the situation informally with a staff member of the Dean of Students Office for advice on how to deal most effectively with the problem.

Academic grievances should be resolved, if at all possible, with the individual instructor involved. If a resolution cannot be reached, the student should discuss the grievance with the instructor's department chair and submit it in writing to them. The department chair will discuss the grievance with the instructor involved and/or refer it to a department grievance committee. The department chair should respond in writing to the student within five class days.

If a resolution of the grievance cannot be made with the department chair, the student may appeal in writing to the dean of the instructor's college. In cases involving Graduate College policy or procedure, the appeal should be made to the Dean of the Graduate College. The dean will hear the explanations of the department chair and instructor and should respond in writing within ten class days of receipt of the written notice of appeal.

If the grievance cannot be resolved with the dean, the student may forward a written appeal to the Provost, who will convene a quorum of the Committee to Review Student Grievances to hear the appeal within ten class days. Within five class days following the hearing, the Provost will make a decision regarding the grievance and transmit this decision to the student, dean, department chair, and instructor involved. An appeal of the decision of the Provost may be made to the President of the University.

The time limit specified at each level may be extended by mutual agreement of all parties concerned.

Grievances Related to Scholarly and Professional Competence

The judgment of professional competence as demonstrated in qualifying, preliminary, and final oral examinations, and other clearly stated program requirements concerning competence in the field of study is the responsibility of the academic program and POS committee.

If a student contends that their scholarly or professional competence has not been evaluated fairly, they should first discuss the complaint with the person or persons most directly involved in the matter: a faculty member, major professor, POS committee, DOGE, or department chair. If these discussions are unsuccessful and further adjudication is desired, the student may submit the grievance, which must be in writing, to the appropriate program grievance committee. If no such committee exists, the DOGE (or department chair when appropriate) will appoint one. The committee should respond in writing within fifteen (15) class days. If the grievance occurs within the last 15 class days of the term, the committee should respond expeditiously, within 15 class days or no later than the beginning of the next term.

The following procedures apply:

- Each program offering graduate study must form a grievance committee (of at least four members) composed of equal numbers of representatives from the program graduate faculty and graduate students. The grievance committee may be a standing committee or maybe an ad hoc committee, depending upon the program.
- The DOGE (or department chair) may serve as a nonvoting chairperson of the grievance committee.
- Written records of the committee shall include the complaint itself, the disposition of the complaint, and any other information the committee deems pertinent. Written records of the program grievance committee are available for study by the student filing the complaint and those making decisions at higher levels in the event of further appeal.
- The program grievance committee deliberates in private except in instances where parties contend the issue under consideration is of general interest and importance. In those cases, the committee may hold public meetings with the consent of both parties involved in the complaint.
- The graduate student (or chosen representative or advisor) and the other party (or chosen representative or advisor) have the right to present their cases orally to the grievance committee.
- The committee shall provide a written recommendation regarding the grievance to the DOGE (or department chair) of the student's major and to the student.
- The DOGE (or department chair) will then provide a written response from the graduate program to the student.

A graduate student unsatisfied with program action may appeal in writing to the Dean of the Graduate College within 15 calendar days. Upon receipt of the written appeal, the Dean forms a grievance appeal committee to review both substantive and procedural issues of the matter. The committee is constituted as follows:

- One voting member selected by the Dean of the Graduate College from among the faculty members of the Graduate Council.
- One voting member selected by the relevant college dean.
- One voting member selected by the Executive Committee of the Graduate and Professional Student Senate.
- The committee may, in addition, request the participation of one nonvoting member selected by the relevant graduate program from among those faculty members who had not participated in the original program grievance procedures. The role of this nonvoting member is to provide consultation to the committee or student on matters of professional competence.
- The Dean of the Graduate College will respond to the student within 10 calendar days, and the committee will attempt to reach a final determination within 30 calendar days it is understood, however, that this deadline is sometimes impossible to meet because of a need to interview key persons who are not available within the 30-day time frame. In such cases, every reasonable effort will be made to expedite the review, and the plaintiff shall be informed of the delay in writing.

Provisions of program grievance committees regarding the keeping of written records, opening of proceedings, and oral presentations also apply to the grievance appeal committee. Each student presenting an appeal is expected to participate actively and responsively in the grievance process at this and each level of the procedure. The grievance appeal committee submits its recommendation regarding the appeal to the Dean of the Graduate College for action. A graduate student(s) still unsatisfied with the disposition of the grievance— on matters of procedure only—may appeal in writing to the Provost and, if necessary, to the President of the University.

MATR Program Content

As part of an accredited Athletic Training Program, Iowa State adheres to all program requirements as defined by its accrediting agency (CAATE) and the 2020 Standards for Accreditation of Professional Athletic Training Programs. All details regarding the adherence to the requirements of accreditation are within the accreditation self-study report located in the Program Director's office. This report is available for review upon request when available (summer 2021). As part of this detailed process, Iowa State has integrated several recommendations to better the program and its delivery to the students it serves. Outcome assessment is an ongoing evaluation process for the program on a continuous process.

Clinical Education Credit and Hour Policy

Iowa State University has an academic policy value of courses and expected amount of time the student will spend per academic credit offered for the course both in and out of class. This policy applies to undergraduate students. The Graduate College does not have a specific policy, and individual programs are allowed autonomy with internship/clinical experiences as approved by department chairs. The MATR reviewed the ISU institutional policy and compared

the clinical education courses with those of students completing internships or student teaching experiences. The MATR policy for clinical hours per academic credit is as follows:

One academic credit of clinical education courses is equal to 80-120 contact hours.

Two academic credits of clinical education for a course is equal to 160-240 contact hours.

Five academic credits of clinical education (immersive experiences only) are equal to 400-600 contact hours.

These clinical experience education courses may be over 4 weeks, 6 weeks, 8 weeks, or for the 16-week full semester rotation. Please contact the Program Director or Coordinator of Clinical Education if you have questions.

Credits and Contact Hours (Iowa State University Policy)

The academic value of each course is stated in semester credits. Each credit is normally earned by attending one (50-minute) hour of lecture per week for the entire 16-week semester, or by attending a laboratory or studio period of two or three hours per week. As a guideline, undergraduate students typically will be expected to spend two hours in preparation outside of class for each lecture hour; additional outside work may be required for laboratory or studio classes. The Office of the Registrar will maintain a table of faculty-approved credit-contact hour equivalencies for the types of instruction (e.g. lecture, studio, internships, and research courses) offered by the institution and can be found [here](#).

Courses offered for less than a full semester (e.g., summer terms or compressed formats) will fulfill the same contact hour requirements as full-semester courses having the same credit hours. For example, a student enrolled in a one-credit course offered in an 8-week (half-semester) format should expect two hours of lecture and four hours of out-of-class preparation per week. Similarly, a course offered in hybrid, online, or distance education format is expected to meet the same contact hour requirement and offer equivalent student-faculty/student-student interaction and class preparation time, as the same course taught in a traditional format.

Each course states the number of semester credits assigned to the course, preceded in parentheses by the number of hours in class (contact hours) expected of the student. The first of the two contact-hour numbers indicate the number of lecture class hours per week for the semester. The second is the number of laboratory or studio hours required per week. Laboratory and studio hours may include some time devoted to lectures. For example, COM S 227 Object-oriented Programming is listed as (3-2) Cr. 4. In that case, the course is 4-semester credits, 3 hours of lecture, and two hours of laboratory each week.

The term “Cr. arr.” means that the amount of credit is arranged in advance between the student and the instructor. The credit to be earned depends on the amount of work expected of the student, in accordance with the policy that some combination of teacher-student contact and outside work by the student involving at least three hours per week for the semester is required for each credit.

The term “Cr. R.” means that the course is required in a certain curriculum or as cognate to one or more other courses. It is also used for cooperative education courses and for some optional inspection trips, study tours, and professional development courses for which numerical credit is not granted. An R credit course does not carry numerical credit toward a student’s degree, but it does apply toward the degree. The R credit course is generally listed on the degree program as a requirement for a specific curriculum/major that must be completed prior to graduation. R credit courses may be graded using the A-F grading scale or the satisfactory/fail grading scale. All R credit courses are assigned a numerical value for purposes of enrollment certification. Requests by students to drop an R credit course will be processed as an administrative drop during period two and thus will not be counted against the student’s drop limit and will not appear on the student’s transcript. (See [Schedule Changes](#).)

Credit Involving a Paid Activity

Students may obtain credit for an activity, either on- or off-campus, for which they are also paid, provided the activity is academically relevant. This policy does not apply to registrations for R credit.

In order for an activity to be defined as academically relevant, prior arrangements for receiving credit must be made with a faculty member in an appropriate department.

The arrangements must include agreement on (1) the academic objectives which the activity is expected to achieve and (2) the procedure by which the student's learning will be assessed.

Definition of Instruction Types on Course Catalog File

Iowa State uses Credit Hours (as defined by federal regulations) to represent the amount of work represented in student learning. The student contact time and work expectations outlined below reflect the anticipated minimum amount of student effort required for a typical student to achieve the learning outcomes per credit hour. However, actual individual student time expended will vary based on skills, abilities, background knowledge, experiences, etc.

	Typical minimum Student Effort Per Credit Hour		
Instruction Type	Face-to-Face	Hybrid	Online
Lecture (LEC) Organized instruction in a lecture (one-way communication) format. May be listed as the sole type of instruction for the course or in combination with laboratory or discussion sessions.	Class time: One class hour (50 minutes) per week in class for full semester: 800 minutes per credit. Out of class student expectation: 120 minutes per week, total of 1,920 minutes per credit. Total minutes of student effort per credit: 2,720 minutes.	A combination of class hours, online instruction, and engagement, and outside of class student effort that equals 2,720 minutes per credit.	Student engagement with online instruction, activities, and discussion, with additional student effort outside of these interactions that equals 2,720 minutes per credit.

<p>Discussion (DIS)</p> <p>Regularly scheduled small group discussion session that is offered in addition to lecture instruction but is generally scheduled in smaller groups than the lecture. This type of instruction is only offered in combination with lecture and may not be used as the only type of instruction for a course.</p>	<p>Class time: One class hour (50 minutes) per week in class for full semester: 800 minutes per credit.</p> <p>Out of class student expectation: 120 minutes per week, total of 1,920 minutes per credit.</p> <p>Total minutes of student effort per credit: 2,720 minutes.</p>	<p>A combination of class hours, online instruction, and engagement, and outside of class student effort that equals 2,720 minutes per credit.</p>	<p>Student engagement with online instruction, activities, and discussion, with additional student effort outside of these interactions that equals 2,720 minutes per credit.</p>
<p>Lab (LAB)</p> <p>Laboratory experiences that require special-purpose equipment for student participation, experimentation, observation or practice in a field of study. May involve discussion of a forthcoming laboratory or review of a completed laboratory session. Includes scheduled laboratory periods as well as laboratory experiences for which times may be selected by individual students.</p>	<p>Class time: Two to three hours (110-240 minutes) per week in class for full semester: 1760-3840 minutes per credit.</p> <p>Out of class student expectation: 60-120 minutes per week, total of 960-1,920 per credit.</p> <p>Total minutes of student effort per credit: 2,720- 5,760 minutes.</p>	<p>A combination of contact hours, online instruction, and engagement, and outside of class student effort that equals 2,720-5,760 minutes per credit.</p>	<p>Student engagement with online instruction, activities, and discussion, with additional student effort outside of these interactions that equals 5,760 minutes per credit.</p>
<p>Combination (COM) Combination of Lecture, Lab, and/or Discussion.</p> <p>A class meeting time that includes a mixture of Lecture, Lab, and/or Discussion, all of which occur in the same room during the same time period.</p>	<p>Class time: Contact hours fall between the range for lecture/discussion and lab, between 50 and 180 contact minutes per week for full semester: 800-2,880 minutes total per credit.</p> <p>Out of class time varies based on class contact time.</p> <p>Total minutes of student effort per credit of 2,720- 4,800 minutes.</p>	<p>A combination of contact hours, online instruction, and engagement, and outside of class student effort that equals 2,720-4,800 minutes per credit.</p>	<p>Student engagement with online instruction, activities, and discussion, with additional student effort outside of these interactions that equals 2,720-4,800 minutes per credit.</p>

Studio (STO) An organized method of instruction with an emphasis on the synthesizing nature of the design process and conducted through critique and one-to-one interactions. All students are engaged in creative/artistic activities that are not formulated in a lecture setting. The process requires experiential work where students test, observe, experience, and practice the discipline in a hands-on setting.	Class time: Two to three hours (110-180 minutes) per week in class for full semester: 1,760-2,880 minutes per credit. Out of class student expectation: 60-120 minutes per week, a total of 960-1,920 minutes per credit. Total minutes of student effort per credit: 2,720- 4,800 minutes.	A combination of contact hours, online instruction, and engagement, and outside of class student effort that equals 2,720-4,800 minutes per credit.	Student engagement with online instruction, activities, and discussion, with additional student effort outside of these interactions that equals 2,720-4,800 minutes per credit.
Research (RES) A course that requires independent research on the part of the student. It includes only course numbers ending in "99". Hours spent on the course per week may vary from week to week.	Average of 3-5 hrs (180-300 minutes) per week of student effort (including contact time with instructor) for the 15-16 weeks of the semester. This equates to total student effort of 2,700-4,800 minutes per credit.	Average of 3-5 hrs (180-300 minutes) per week of student effort (including contact time with instructor) for the 15-16 weeks of the semester. This equates to total student effort of 2,700-4,800 minutes per credit.	Average of 3-5 hrs (180- 300 minutes) per week of student effort (including contact time with instructor) for the 15-16 weeks of the semester. This equates to total student effort of 2,700-4,800 minutes per credit.
Independent Study (IS) Independent projects such as special problems or special topics in which the student works more or less individually at various locations, ordinarily requiring intermittent consultation with the professor. Hours spent on course per week may vary from week to week.	Average of 3-5 hrs (180-300 minutes) per week of student effort (including contact time with instructor) for the 15-16 weeks of the semester. This equates to total student effort of 2,700-4,800 minutes per credit.	Average of 3-5 hrs (180-300 minutes) per week of student effort (including contact time with instructor) for the 15-16 weeks of the semester. This equates to total student effort of 2,700-4,800 minutes per credit.	Average of 3-5 hrs (180- 300 minutes) per week of student effort (including contact time with instructor) for the 15-16 weeks of the semester. This equates to total student effort of 2,700-4,800 minutes per credit.
Supervised Experience (EXP) Supervised experience in an area of specialization that may be conducted either on or off-campus with the student making periodic reports to the instructor. Includes practicum, internship, student teaching, and cooperative work experience.	Supervised experiences expectations vary across disciplines and types of experiences. A minimum of 40 hours (2,400 minutes) of student effort is expected per credit. However, the range of student effort per credit varies from 40 hours to 80 hours (2,400-4,800 minutes), with the typical experience being 64 hours (2,560 minutes) of effort per credit.	Supervised experiences expectations vary across disciplines and types of experiences. A minimum of 40 hours (2,400 minutes) of student effort is expected per credit. However, the range of student effort per credit varies from 40 hours to 80 hours (2,400-4,800 minutes), with the typical experience being 64 hours (2,560 minutes) of effort per credit.	Supervised experiences expectations vary across disciplines and types of experiences. A minimum of 40 hours (2,400 minutes) of student effort is expected per credit. However, the range of student effort per credit varies from 40 hours to 80 hours (2,400-4,800 minutes), with the typical experience being 64 hours (2,560 minutes) of effort per credit.

Affiliated Programs (AFF)	Within the course offering system, an instruction type of "Affiliated Programs" (AFF) exists. This code is used to capture students who are enrolled in a study abroad and/or exchange types of programs at Iowa State University where the students earn credit from a different institution that transfers back to Iowa State. Credit hours, contact time and student expectations are established by the offering institution following the credit hour policies of that institution. Credits transfer in based on standard transfer credit policies.
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Lecture (LEC)	Organized instruction in a lecture (one-way communication) format. May be listed as the sole type of instruction for the course or in combination with laboratory or discussion sessions. One contact hour per week (800 minutes per semester) per credit.
Recitation (REC)	Organized instruction in a recitation (two-way communication) format. May be listed as the sole type of instruction for the course or in combination with laboratory sessions. Includes workshops and seminars. One contact hour per week (800 minutes per semester) per credit.
Discussion (DIS)	Regularly scheduled discussion session that is offered in addition to lecture instruction but is generally scheduled in smaller groups than the lecture. This type of instruction is only offered in combination with lectures and may not be used as the only type of instruction for a course. One contact hour per week (800 minutes per semester) per credit.
Laboratory (LAB)	Laboratory experiences that require special-purpose equipment for student participation, experimentation, observation, or practice in a field of study. May involve discussion of a forthcoming laboratory or review of a completed laboratory session. Includes scheduled laboratory periods as well as laboratory experiences for which times may be selected by individual students. Two or three contact hours per week (1600 or 2400 minutes per semester) per credit.
Combination (COM)	A class meeting that includes laboratory activities as defined above in addition to lecture or recitation instruction, all of which occur in the same room during the same time period. Use lecture and lab standards to calculate contact time.
Studio (STO)	An organized method of instruction with emphasis on the synthesizing nature of the design process and conducted through critique and one-to-one interactions. Two to four contact hours per week (1600 to 3200 minutes per semester) per credit.
Research (RES)	A course that requires independent research on the part of the student. It includes only course numbers ending in "99". Hours spent on course per week may vary from week to week, though the standard is one contact hour per week (800 minutes per semester) per credit.
Independent Study (IS)	Independent projects such as special problems or special topics in which the student works more or less individually at various locations, ordinarily requiring intermittent consultation with the professor. Hours spent on course per week may vary from week to week, though the standard is one to two contact hours per week (800-1600 minutes per semester) per credit.
Supervised Experience (EXP)	Supervised experience in an area of specialization that may be conducted either on or off-campus with the student making periodic reports to the instructor. Includes practicum, internship, student teaching, and cooperative work experience. Contact hours vary, but the minimum standard of 800 contact minutes per semester per credit applies.
Affiliated Programs (AFF)	Courses offered as part of programs operated in conjunction with other universities or research laboratories at sites other than ISU, but for which students register for credit through ISU. Includes Lakeside Laboratory courses and Int St courses with the title <i>Study Abroad Credit</i> . Contact hours vary. Minimum of 800 contact minutes per semester per credit.

Clinical Education

The focus of clinical education involves understanding how and why clinical decisions are made. To do this, students must actively participate by taking initiative to gather information on their own, ask questions of the clinical faculty and preceptors, and incorporate content from academic training into clinical practice. Development of self-evaluation skills requires continued refinement to obtain heightened awareness of what information is known, what is unknown, and strategies for obtaining information and developing the clinical skills needed.

Any difficulty in clinical education should result in immediate contact with the Coordinator of Clinical Education to discuss concerns. Early discussions can prevent later difficulties. Students are encouraged to communicate with the Coordinator of Clinical Education and the Program Director regarding any aspect of the graduate program.

Technical Standards

It is important as an athletic training professional to acquire the requisite knowledge and skills as an athletic trainer in a wide variety of clinical situations and to be able to render a wide spectrum of patient care. Students must possess certain skills to complete the academic and clinical components of the curriculum and patient care with or without reasonable accommodations for disabilities. All athletic training students must be able to perform tasks such as taking a medical history, completing a full diagnostic evaluation, assessing function, integrating the information to develop a diagnosis and plan for treatment and rehabilitation for return to full activity. Ultimately, these tasks must be completed independently without the aid of an intermediary.

Students must possess essential skills and attributes in five areas: communication, motor, intellectual-cognitive, sensory-observational, and behavioral-social. These skills enable a student to meet graduate and professional certification and licensure requirements as measured by state licensure and national certification (BOC). Students must be able to undertake all curricular requirements to the satisfaction of program faculty to become competent and reliable practitioners. To this end, the faculty of the Professional Master of Athletic Training Program has established the non-academic criteria (Technical Standards) that athletic training students must possess to enroll in, and to continue in, academic courses and clinic placements required for the Athletic Training degree.

These technical standards are shown in the Appendices. All students must carefully review the technical standards, sign the statement, and upload it to the application portal during the admissions process. All students' confirmation that they meet the technical standards is kept on file in the Athletic Training program records.

The sequence of Clinical Education Experiences

Commencing with the first summer of the MATR program, students will begin guided observations in the clinical setting. All these experiences are designed to give students multiple opportunities to develop clinical competencies and perform independently for an entry-level professional position upon completion of the curriculum. The progression of clinical education experience allows students to integrate academic knowledge into clinical performance to develop critical thinking capabilities leading to independent practice.

Clinical education

Abroad term including three types of learning opportunities to prepare athletic training students for the independent clinical practice: athletic training clinical experiences, simulation, and supplemental clinical experiences. In the transition from undergraduate education to professional education with a strong emphasis on clinical education, it is important to understand that students are responsible for their learning.

Athletic Training Clinical experiences

Direct client/patient care guided by a preceptor who is an athletic trainer or physician. Athletic training clinical experiences are used to verify students' abilities to meet curricular content standards. When direct client/patient care opportunities are not available, a simulation may be used for this verification.

Simulation

An educational technique, not a technology, to replace or amplify real experiences with guided experiences that evoke or replicate substantial aspects of the real world in a fully interactive manner.

Supplemental Clinical Experiences

Learning opportunities supervised by health care providers other than athletic trainers or physicians. Supplemental clinical experiences do not fulfill the requirements of the program but can play a valuable role in the development of quality, well-rounded athletic training healthcare professionals.

Most athletic training students will complete the majority of their clinical education utilizing athletic training clinical experiences under the direct supervision of a certified athletic trainer or physician. This will include hands-on, real-time with patient care with a patient population in approved or affiliated clinical settings. During simulation activities, students will be asked to replicate patient care scenarios and/or standardized patient scenarios will be utilized. These simulation experiences are designed to build upon knowledge gained in the classroom continuously and to evaluate the students' progress in gaining appropriate skill acquisition.

Supplemental clinical experiences may also be offered for students to gain clinical experiences that are supervised by a healthcare provider who is not an athletic trainer or physician. Feedback will be provided by these providers but not evaluations regarding the MATR students' ability to perform the required content of the program. MATR students will be informed which form of clinical education the learning activity falls under before the experience starts.

All courses for the didactic and clinical education courses of the program must be taken in the sequence outlined in the POS and curriculum education plan. The courses will fulfill athletic training clinical experience requirements and curricular content standards of the graduate professional program under the supervision of an athletic trainer or physician. The MATR program spans a minimum of two academic years, including summer sessions, for successful completion. Each student will participate in a variety of clinical practice opportunities with a varied client/athlete/patient population. The clinical education sites may include but are not limited to the athletic training facilities at Iowa State University, Ames High School, Gilbert High

School, McFarland Clinic, Mary Greeley Medical Center, Cyclone Sports Medicine, and Physical Therapy clinic, and other clinical sites that may be utilized for immersion experiences as available and approved by university and program administration. All clinical sites must have an affiliation agreement or memorandum of understanding with Iowa State University.

First Year MATR students will have up to four athletic training clinical experience rotations (summer, fall, and spring) under the direct supervision of an assigned preceptor. The second year MATR students will complete three athletic training clinical experience rotations. Summer two will include the general medical clinic rotation. Year two MATR students will complete two 8–10-week immersive athletic training clinical experiences during the fall and spring semesters. These immersive clinical experiences are designed to integrate the students into all aspects of athletic training in the chosen clinical setting. Through these immersive opportunities, students will increase their confidence in knowledge and clinical skills in athletic training. Students will get the opportunity to participate in the day-to-day and week-to-week roles and duties of an athletic trainer during each immersion experience. These will be supervised and under the direct supervision of their assigned preceptor. During the spring semester immersion experience, the course workload will be online courses to allow the students to focus primarily on the clinical experience. These clinical experiences may encompass non-traditional AT settings and specialty clinics. Students will be expected to be responsible for all class expectations for their clinical courses, as detailed in the course syllabus.

Placement of athletic training students in clinical education occurs by formal assignment once enrolled in the clinical education course. The first summer clinical education course will emphasize the following experiences: Special Olympics athletes, Emergency Department rotation, injury pre-screening (Fusionetics), non-traditional strength and conditioning sessions, and concussion baseline testing (Impact, C3Logic). The first-year fall and spring clinical education will emphasize semester-long experiences on or off-campus with traditional patients, middle school, high school, and college-aged populations. Athletic Training students will be assigned a rotation for surgical observation under the supervision of orthopedic surgeons. Opportunities for the formal assignments in clinical education placement may meet the following societal continuum of care preparation: patients throughout the lifespan, of different sexes, with different socioeconomic statuses, of varying levels of activity and athletic ability, who participate in non-sport activities and patients with a variety of health conditions commonly seen in athletic training practice (2020 Standards 17 and 18).

During the second year of the program, students will be assigned in clinical education with an immersion opportunity for clinical practice. Clinical placements will be assigned in conjunction with the athletic training students, the Program Director, and the Coordinator of Clinical Education with long term career goals of the student, previous clinical rotation experiences, completion of program courses, and clinical expectations, including evaluations and available space and clinical preceptor availability in the clinical setting.

The MATR program requires annual training to ensure all students meet privacy and safety standards prior to beginning any clinical education placements. Annual training is mandatory and consists of a background check, HIPAA, Bloodborne Pathogen training, CPR certification verification (certification is good for two years). All records will be kept on file for verification in

the Coordinator of Clinical Education's office. Students will not be allowed to participate in a clinical education experience unless annual training has been completed.

Clinical Standards Assessment

Curricular content standards (56-94) are assessed during the six clinical experience courses. The evaluation can be completed on a real patient/client or in a simulation/scenario format. All attempts and associated scoring will be recorded in ATrack. Students must score a minimum of a "3" (competent) on all core competencies prior to completion of the program and graduation. It is not a requirement for students to score a "3" or above on their first attempt to progress in the program, however students who fail to score a "3" or above must attempt the core competency again prior to graduation and receive a score of "3" or above. Students must complete at minimum a first attempt on each core competency as they are assigned in the corresponding clinical course to progress on to the next clinical course.

Score	Descriptor	Definition
4	Proficient (Passing)	Student performs the skills autonomously and demonstrates the ability to articulate the reasons for their decision. Student displays a higher level of thinking of why the skill is used and can adapt the skill.
3	Competent (Passing)	Student demonstrates the ability to perform a skill consistently and independently with no clinical preceptor intervention needed. Ability to critically reason and develop clinical plan.
2	Developing	Student requires minimal levels of monitoring and feedback. Demonstrates moderate consistency but still require prompting in clinical reasoning to develop clinical plan.
1	Beginner	Student requires moderate levels of feedback and monitoring. Demonstrates inconsistent performance and unable fully utilize clinical reasoning.
0	Incompetent	Student requires highest level of monitoring and feedback. They do not understand the skill and are unable to perform basic skills with consistency or proficiency without prompting.

Clinical Education Requirements

These policies apply for **ALL** clinical education experiences associated with the MATR program.

1. Students will be instructed to contact their assigned clinical preceptor or, unless directed by the Coordinator of Clinical Education prior to the start of their clinical experience to set a schedule for the scheduled clinical experience. Prior to the start of each clinical experience, students must meet with their clinical preceptor to complete any paperwork for their experience. Students are responsible for knowing the location of each clinical site they are assigned and providing contact information to their preceptor. Clinical site paperwork may include but not limited to EAP (emergency action plan), BBP safety review, communicable and infectious disease policy, HIPAA and FERPA protections, clinical rotation rules and regulations (dress code, immunization policy, name badge), and electronic medical record-keeping system or injury log procedures.
2. Athletic training students act under the direct supervision of the assigned clinical preceptor. This includes supervision as defined by CAATE. Supervision allows a student to move from interdependent to independent based on the student's knowledge and skills

as well as the context of care. Students can provide all athletic training services that have been taught within a previous or concurrent academic course or have been evaluated by a clinical preceptor as proficient. Athletic training students can write progress notes and record care actions while under the direction of their clinical preceptor. All clinical hours must be directly supervised by a preceptor.

3. Athletic training students may elect to drive patients during their clinical experience after completing the required Iowa State University motor vehicle record check verification (used for driving on campus Gators and golf carts) or required policies at their assigned clinical experience. Driving may be restricted following the results of the annual background check. Athletic training students are never permitted to transport athletes in their private vehicles.
4. Attendance is expected, and athletic training students must respect the time commitment and effort the clinical preceptor is making for their education. Students need to be responsible for all clinical experience assignments, tracking clinical hours, completing site and clinical preceptor evaluation forms in a timely fashion, manage their time wisely, and if a student cannot make the scheduled clinical time, they are responsible for contacting their clinical preceptor prior to the arranged time. Students also need to utilize the clinical time to practice skills and take advantage of the experience as a learning opportunity.
5. Patient confidentiality must be maintained during ALL clinical experiences, in compliance with HIPAA, FERPA, the NATA Foundational Behaviors of Professional Practice, the NATA Code of Ethics, and the BOC Standards of Professional Practice. At no time is it acceptable to give out information to anyone regarding a patient's personal or medical information unless this is approved by your supervising preceptor and patient. Medical records should not be left unattended or removed from the clinical site without permission from the preceptor.

Clinical Experience Hours

Depending on the clinical education course credit, the athletic training student should expect to be at their clinical experiences a minimum of 10-15 hours per week on average. Hours may vary depending on clinical site and time of year and it is important for the student to coordinate clinical experience hours with their clinical preceptor to ensure a quality clinical experience. Clinical experience courses commonly run outside of the normal academic calendar (pre- and post-season, holidays, weekends, evenings). The following table describes hour requirements based on credit hours and length of clinical rotation.

Course Credits	Hours/Credit (Minimum/Maximum)	Hours/Week (8 Week Rotation)	Hours/Week (2-8 Week or 16 Week Rotation)
1	80-120	10-15	5.75-7.5
3	240-360	30-45	15-22.5
5	400-600	50-75	25-37.5

Students are expected to complete their clinical rotation as assigned for the ENTIRE rotation. Students do not stop attending their clinical rotation once the minimum hours are met for the class. Students need to expect fluctuation in the number of hours per week. Students are to be provided at least one day off per 7-day period from their clinical experience, and hours spent in the act of traveling (bus, drive, flight, etc.) do not count as clinical experience.

Documentation and submission of clinical experience hours into ATrack are required of the program as well. This allows the Coordinator of Clinical Education the ability to assess the overall time commitment each student invests into their education and can help to identify a student that is either insufficiently assigned or overexposed to opportunities. Frequently, the documentation of these hours is required of state licensing agencies to assess an applicant's preparedness for granting licensure approval upon graduation from the program. These hours will be kept in the student's ATrack online profile. Failure to document your clinical hours into ATrack on time (within 24 hours of the clinical experience) will result in those hours not counting toward the required semester minimum and could result in a failing grade for the course.

Any hours acquired while classes are not in session and ISU is on a break are not to be included in the calculation formula written above. Clinical hours are recommended to be recorded into ATrack within 24 hours of the experience.

Clinical education hours are defined as time spent evaluating, diagnosing, treating, and rehabilitating injuries or illnesses, counseling, practice, or game coverage, applying first aid and the hands-on practice of clinical skills as well as time spent with documentation, practice or treatment preparation, maintenance or repair of equipment, stocking of supplies and communication with clinical preceptors. Athletic training students are not to record time spent cleaning, studying, traveling, educational, or other meeting times and any other idle time, even if these activities occur during a scheduled clinical experience.

Students at all the affiliated sites are to be granted one scheduled relief day seven days a week. This day is to be mutually agreed upon between the Preceptor and student. The scheduled relief day may vary within the seven days, but it should be indicated on the students' recorded hours log. This policy is to be consistent across all clinical sites.

As part of the goals and objectives of the Program, preparation for the BOC entry-level certification examination is a priority. While in their final semester of enrollment, each student wishing to take the examination will be required by the BOC to apply for the administration of the examination. The endorsement of the Program Director is required for this process. A request in writing with the presentation of the completed program requirements, both academic and clinical, should be submitted to the Program Director within a reasonable timeframe. The Program Director may grant or deny with recommendations the endorsement of any candidate. This recommendation is made in consultation with the Coordinator of Clinical Education. **All students should be advised that endorsement for the BOC examination administration is at the discretion of the Program Director.**

SECTION TWO

ATHLETIC TRAINING STUDENTS

Expectations and Professional Responsibilities

The athletic training students are an important component of the Athletic Training Program, Department of Kinesiology, College of Human Sciences, and Iowa State University. Each of you have been admitted to become a member of this program because of your individual qualities and your past performances. You each should feel special because you are! You will find yourself among others who are also quite outstanding. Iowa State University has and continues to have an excellent national reputation for the quality of athletic training students that graduate from our program. This push toward excellence should not be intimidating to you but should encourage you to continue to learn and achieve. The more skilled and dedicated each of you are, the more we improve as a program and the better job we do of providing quality health care for patients.

Your time as a member of the Athletic Training Program is no time to rest on your past accolades; you will be expected to perform at your best both academically and clinically. Theoretical background and evidence-based practice gained in the classroom and clinical experiences will be your foundation. There is no room for being average as you build your knowledge base to care for injured patients from different backgrounds and genders, socioeconomic statuses, patients throughout the lifespan, patients with varying levels of activity and athletic ability, and those who participate in non-sport activities and patients with a variety of health conditions commonly seen in athletic training practice. You will be expected to attend class and clinical education assignments, turn in course assignments, and take exams on time. To do otherwise indicates that you are not taking your position in the program seriously.

Time spent in the clinical setting will be treated as a class. This is an ideal learning situation, but you must be present to take advantage of it. There will be no tolerance of anyone that does not meet their responsibilities. Naturally, there will be times when it may be necessary to miss clinical in order to study for an exam or for some other valid reason. It is the athletic training student's responsibility to notify the clinical preceptors in advance or get a fellow athletic training student to cover the expected responsibilities. When in the clinical experiences, you will be **inquisitive** and ask questions at appropriate times. You will also be expected to show **initiative** and not have to be told what to do all the time. Each day you are in the clinical setting, you will attempt to improve your athletic training skills. As you gain experience, you should begin to assume a **leadership** role.

All athletic training students are expected to treat each other and the clinical preceptors with respect. Criticizing each other in front of the patients or other athletic trainers is unacceptable behavior. If there is a conflict, deal with it privately and maintain the proper professional rapport in

the clinical setting. You should become acquainted with and be able to get along with fellow students and certified athletic trainers or physicians. It is expected that you will all help one another.

You will never be consciously put into a situation for which you are not prepared. If you do not feel you are being utilized to your full capacity, perhaps you have not demonstrated your abilities to the program faculty or clinical preceptors. All athletic training students are expected to be honest in their dealings with the patients. Never attempt to “fake” knowledge in any situation. The patient is likely to suffer if such unprofessional behavior occurs.

Confidentiality

The MATR program is committed to the privacy and security of our students. The MATR program student records policy complies with the Family Education Rights and Privacy Act of 1974 (FERPA). This policy may also be referred to as the Buckley Amendment and it establishes students’ rights and institutions’ responsibilities regarding the privacy of education records. It provides guidelines maintaining the confidentiality of education records and monitoring the release of information from those records. All program faculty and clinical preceptors are HIPAA and FERPA trained.

All student artifacts, academic standing records, photographs, application materials, contact information, evaluations, and other official records kept in the Program Director office or available to faculty and preceptors must comply with FERPA rights and restrictions. While a student is in the program, all records are either stored on secure, password protected faculty computers or laptops or locked in office file cabinets. Students may request to see their records at any point during the program. Student records may be kept up to ten years following graduation or departure from the program and following this period all records will be permanently deleted or destroyed.

In addition, due to the high-level exposure of collegiate athletics in the media, you may be confronted with questions regarding the medical or playing status of an “athlete.” This information is confidential and is protected by the Health Information Accountability and Portability Act of 1996 (HIPAA). Iowa State University has designed a very specific policy regarding protected health information you are not to breach a patient’s confidentiality with anyone. All athletic training students are required to follow the procedures of this policy and undergo an initial training session during their first summer session of enrollment in the program.

Liability

Each athletic trainer has a legal responsibility to the athletes on the team to which he/she is assigned. There are many opportunities for negligence to occur. Each athletic trainer must be sure his/her actions are those of a reasonable and prudent person. An athletic trainer is the person most able to keep current athletic success and the athlete’s future in proper perspective. Never lose sight of the fact that the athlete and patient’s future well-being is more important than any single contest.

Each athletic training student is expected to be familiar with the responsibilities and limitations of their role. Do not exceed the proper limitations of the role of athletic training student! Doing so could result potential legal action on the part of any involved parties and may lead to an inability to gain certification and/or licensure.

An athletic training student must follow the directions and teachings of their supervising certified/licensed athletic trainer/clinical preceptor, team physician, and the standing orders and medical guidelines established by the athletic health care staff. An athletic training student will not be cleared to perform any duties or procedures unless they have completed appropriate competencies through the education program or perform these duties under the direct supervision of a certified/licensed athletic trainer or licensed physician. Athletic trainers will avoid situations of compromise when the patients' health and welfare are at stake. Athletic trainers will never make statements about the condition, injury, and treatment, of general physical status to unauthorized personnel.

When present, the team physician or attending physician makes the final decision if the injured athlete can play or not play. To assure the safety and welfare of the patient when no physician is present, it is the responsibility of the certified athletic trainers tending to the injury to advise the coaching staff of participation status. Should the head coach not adhere to those recommendations, they accept all responsibility for injury liability actions.

Additionally, it is a requirement of the program for each athletic training student to have their own individual professional liability insurance. This will be purchased as part of the Clinical Education 509 course fee through Iowa State University. This insurance will provide coverage year-round for the duration of the time the athletic training student is enrolled in the program. For more information on purchasing professional liability insurance, please consult the Coordinator of Clinical Education.

Priorities of the Athletic Training Student

1. Be a Student

The athletic trainer must have a sound academic basis to make evidence-based decisions to support and advance his/her clinical skills. As described in Section I, all students must maintain an acceptable level of in-class work to remain in the program. All athletic training students are subject to the program requirements and retention policy.

2. Become a Competent Clinician

Use the time spent in the athletic training clinical settings to continuously develop and practice hands-on clinical skills.

3. Become a Professional

Develop an enthusiastic, positive, and professional attitude in dealing with coaches, athletes, administrators, and fellow health care providers. Become an involved member of the athletic training profession.

4. Be a Teacher

The best way to enhance and solidify your own skills is to teach them to someone else. As the student progresses through the program, he/she should become a leader, teacher, and role model for the less advanced athletic training students.

General Responsibilities of the Athletic Training Student

- During your clinical experiences, you will be assisting Clinical Preceptors/Certified Athletic Trainers with a team or clinic duties. This allows you an opportunity to develop clinical skills that will enable you to become more proficient.
- Never waste time spent in the clinical setting. Organize, practice, perfect, and teach. There is always work to do and skills to learn.
- Share the responsibility of maintaining a clean, organized facility.
- Attend to all patients and athletes needing care or preventive taping promptly.
- Always be in the mainstream; read newsletters and journals. Ask questions.
- Assist certified athletic trainers and preceptors and fellow athletic training students with special tasks, projects, or events.
- Observe when the physicians, certified, or older athletic training students are performing evaluations or developing rehabilitation programs. Learn by asking questions.
- Inform clinical preceptors/certified athletic trainers of all injuries.
- Tactfully enforce all athletic training room rules.
- Promptly record all clinical hours on the ATrack Software. These hours are maintained in your profile located online.
- Complete all clinical competencies and course responsibilities by the completion deadlines issued by the course faculty members.

Appearance and Dress Code

All athletic training students are expected to wear appropriate professional attire at any time they are representing the athletic training program. The MATR program is committed to preparing you for a future in allied health care. Part of this preparation includes a commitment to professionalism, and this includes attire. You are representing Iowa State University and the profession of Athletic Training. Students without the proper attire will be sent home from their clinical to change the attire is deemed unprofessional. Students will be provided with some basic ISU athletic training clothing items upon admission. Students will have the option to purchase NIKE clothing packages of additional clothing, and this will be placed on the student's U-bill. Cost varies based upon clothing selections.

The following attire is **not** permitted: biking shorts, exercise tights, yoga pants, spandex, leggings, cut-off shorts, jean shorts, baggy sweats, jeans with holes in them, hats, overalls, tank tops, ragged

or oversized T-shirts, any open-toed shoes. No bare midriff will be permitted at any time. No offensive tattoos are permitted. Any clothing ordered by the student club will be reviewed by the faculty/staff for approval before being worn in the clinical rotations. "The only message you send to the world may be in your passing." First impressions are crucial, and Professionalism is a vital aspect of this program.

The following guidelines are to be followed:

Athletic Training Room/Clinical Setting or During Practice Services

Shirts - Clean, neat, professional, solid colors (cardinal, gold, white, or gray preferred) only Athletic Training or Athletics Department logo permitted. Long or short-sleeved collared shirts or collared with buttons. Midriff should never be visible.

Pants/Capris/Shorts - Shorts need to be mid-thigh and above the knees and loose-fitting, or slacks/capris, solid colors (khaki or black preferred)

Socks - Must be worn at all times.

Shoes - Loafers/dress shoes or tennis style with a non-slip, non-marking sole

Hats - Only allowed out of doors (must be appropriate)

Name Tag - The issued name tag should be worn visible at all times during clinical experiences.

Event/Game Services

Appropriate to the event (always check with your clinical preceptor if you have questions). Athletic training shirt (game shirt) and shorts or pants and name tag or dress clothes and name tag.

Hair/Facial Hair and Jewelry

- Hairstyle clean, neat, and professional
- No facial hair stubble allowed.
- Beards and mustaches neatly trimmed.
- No earrings are worn by men; women must use discretion.
- No visible pierced body parts (tongue, nose, eyebrow, etc.) All tattoos are distracting and should be covered.
- It is not recommended to wear perfume or cologne or excessive make-up.
- Some clinical sites may require you to remove piercings or shave facial hair.

Clinical Conduct and Student Responsibility

Self-discipline is expected of college-level students. If an athletic training student fails to maintain appropriate standards of behavior and appearance, fails to meet their assignments, or in some other way, neglects their responsibility, he/she is subject to disciplinary action. The first infraction will be subject to a verbal warning given at the first appropriate time. The second infraction will result in a written Incident Report Form to be reviewed with the student, Clinical Preceptor, and Coordinator of Clinical Education.

Further violations of clinical conduct and responsibility may be grounds for probationary status or dismissal. A change in the student's enrollment status will be a penalty that is appropriate to the infraction committed by the student and at the discretion of the Program Director, the Coordinator of Clinical Education, and other Athletic Training faculty. These parties will consider the nature of the infraction, the student's record, and any extenuating circumstances.

Alcohol and Drug Policy

Athletic training students are expected to be professional at all times. Should you be allowed to travel with a team, you must be held to a higher standard. Unfortunately, in a college environment, alcohol and drug use are frequently present. However, it is expected that at all times, all members of the Athletic Training Program refrain from drinking alcohol with student-athletes, coaches, and student managers on any road trips or when acting officially.

Remember, you are often the health care provider for student-athletes, and it puts everyone at risk if you are inebriated. Regardless of the clinical assignment, the Athletic Department does not allow student-athletes to use alcohol, tobacco, or drugs when representing their teams. As a member of the "team," this includes athletic training students.

Penalties: If an athletic training student is found to violate Athletic Department, University, Conference, or NCAA policies, the penalty imposed is dependent upon the severity of the offense and may include the following:

- Written warning
- Disciplinary probation status
- Behavioral agreement
- Cancellation or graduation of any "benefits."
- Dismissal from the program and
- Suspension or expulsion from the University

The various federal and state laws and the University's "Alcohol and Drug Policy" govern student use and possession of alcoholic beverages and controlled substances. The policy is found in the Student Information Handbook and is available at the office of the Vice President for Student Affairs. Violation of the law or the policy is prohibited. Such violations include, but are not limited to, the unauthorized or illegal consumption, distribution. Manufacture, possession, or sale of alcoholic beverages or other controlled substances on campus grounds or within the university administrative, instructional, and research facilities.

Criminal Violations

If an athletic training student violates a local, state, or federal law which involves a violent action (i.e., rape, assault, destruction of property), drug and felony charge and charges are filed, the athletic training student shall be immediately placed on deferred suspension by the Athletic Training Program from any clinical and didactic portions of the program until the legal system has addressed all charges. By utilizing deferred suspension, the athletic training student and the program are in no way prejudging the situation; rather, such action is taken to protect the student and the affiliated clinical site to which they are assigned.

Hazing

Iowa State University Athletic Training Program does not condone or tolerate any form of hazing. Report incidents of hazing to the Athletic Training Program Director or your supervising Clinical Preceptor.

What is hazing?

Hazing is defined as any action taken or situation created intentionally to produce psychological or physical discomfort, embarrassment, or ridicule. Examples include but are not limited to: depriving a person of sufficient sleep, paddling or beating a person, requiring or encouraging a person to consume alcohol, drugs, or unusual substances, kidnapping or confining a person, and subjecting a person to cruel and unusual psychological conditions. It is assumed that all Iowa State University groups are interested in the intellectual and social development of individual members; therefore, in activities, no action shall be taken which tends to endanger the health of the individual or demand undignified conduct of him or her or in any way jeopardizes his or her scholastic standing or general well-being.

Holding or transporting another person under physical restraint even if the holding or transporting is done as part of a “friendly” group or individual rivalry, is prohibited. For those reasons, all forms of hazing on the part of an individual or individuals, or student groups, whether on or off university and/or residence premises, are expressly prohibited.

Gambling

The NCAA opposes all forms of legal and illegal sports wagering. Sports wagering has the potential to undermine the integrity of sports contests and jeopardize the welfare of student-athletes and the intercollegiate athletics community. Sports wagering demeans the competition and competitors alike by a message that is contrary to the purposes and meanings of “sport.” Sports competitions should be appreciated for the inherent benefits related to the participation of student-athletes, coaches, and institutions in fair contests, not the amount of money wagered on the outcome of the competition.

- No wagers on ANY professional or college sports event, even those that don’t involve your college.
- No sports “pools,” even those run by your friends in the dorms.
- No Internet gambling on sports events
- No sports wagering using “800” numbers.
- No exchange of information about your team with ANYONE who gambles. In other words, no information about injuries, new plays, team morale, discipline problems or anything else

Electronic Communication Policy

Students are responsible for all official correspondences sent to their Iowa State University email address (@iastate.edu). Faculty and students should use this account for correspondence. This email address is what the Program Director and Coordinator for Clinical Education will utilize for sending out program reminders and updates. Please refrain from using non-ISU email accounts. Emails sent via personal email accounts will not be responded to by program faculty. Please ensure a timely review of your email to make sure you are not missing important information, and emails sent after 5:00 pm may not be responded to until the next day. Emails sent over the weekend will be handled on Monday. Text messaging with clinical preceptors and faculty is at the discretion of each individual.

First Responder Policy

Students enrolled in the MATR program are not to serve as first responders while enrolled in the program. The MATR program will not recognize student experiences that are not conducted under the supervision of a clinical preceptor or that occur at locations, not an affiliated site for the program. The MATR program does not recognize summer internships as part of the curriculum or clinical education courses, and the student who participates in a summer internship participate at their own risk. These clinical experiences would be considered supplemental and not part of the MATR program. At no time should an athletic training student serve as a Certified Athletic Trainer or practice without appropriate credentials per state licensure law.

Program Background Checks

Background checks are required for the MATR program especially while working with minors at local highs schools, for general medical sites, and for athletic training clinical sites. Background checks will be completed upon the initial summer session of the graduate program and will be completed on an annual basis. At this time, the cost of the background check is covered by Iowa State University. An ATS who is convicted of any crime (with the exception of petty misdemeanors, misdemeanor traffic offenses or traffic ordinance violations that do not involve the use of alcohol or drugs), or who becomes subject to any university disciplinary actions, may not be allowed to complete clinical experiences as assigned. Students unable to complete their clinical experiences due to findings/hits on their background check may be dismissed from the program due to their inability to complete clinical education courses and the requirements for graduation and certification by the BOC. Students are responsible for any sanctions that are the result of background check violations, including driving restrictions and other infractions. Failure to comply with background check sanctions are grounds for removal from the program.

Bloodborne Pathogen Training & Exposure Plan

MATR students will annually obtain BBP training offered by Environmental Health and Safety via online format. This training is designed to ensure that all MATR students understand the ISU BBP policy, are competent in protecting themselves and to ensure patient safety. BBP training will occur prior to beginning any clinical experiences and as part of A TR 509. Documentation of completion will be maintained by the MATR program following submission of certificate to the CCE.

Students not employed by Iowa State University who are exposed or injured in the classroom, laboratory, or clinical experiences should seek medical attention at the Thielen Student Health Center, 2647 Union Drive, (515) 294-5801. If the situation is severe or outside of normal student health center hours, students are to go directly to the emergency department at Mary Greeley Medical Center (515) 239-2155. All accidents and injuries sustained by Iowa State University students while in academic classes, clinical experiences, or events sponsored by the university must be reported to the CCE and Risk Management by the student and clinical preceptor by using the [ISU Incident Portal](#). The CCE and a representative from the Office of Risk Management will follow-up with the student.

Immunizations

All students are required to complete their immunization records with ISU prior to beginning classes at Iowa State University. This paperwork must be completed and submitted directly to the ISU Thielen Student Health Center.

ISU policy states that the following immunizations are required:

- Measles, Mumps, and Rubella (MMR)
-

MATR program requirements:

- Hepatitis B – series of three vaccines or completion waiver form
- Tetanus-Diphtheria (Tdap) must be within the last 10 years.
- Annual influenza vaccination
- Varicella

McFarland Clinic Clinical Education student requirements

- Completion of immunizations and documentation provided to CCE (see above)
- 9-Panel Drug Screen (This can be completed at McFarland Clinic Occupational Medicine with appointment. The cost \$50 will be applied to A TR 509 course fee at the beginning of the graduate program).

*Provide proof of health insurance.

*Curriculum vitae

Communicable Disease

The following policy and procedures have been developed for the attainment and control of communicable diseases. Any prospective or enrolled athletic training student diagnosed with having a communicable disease of any form is required to report that disease to the Program Director of the Athletic Training Program, the Coordinator of Clinical Education, and the Thielen Student Health Center. Students that contract a communicable disease are required to obey prescribed guidelines by his/her attending physician and the recommendations of the university affiliated physicians at the Thielen Student Health Center. Students may be excluded from participation in clinical rotations and field experiences during the time they are affected by the communicable disease and may not return to clinical participation until allowed by the attending physician. The following exclusions shall apply:

1. Temporary Exclusion

When there is a question concerning admittance, suspension, or dismissal of a student because the student has a chronic communicable disease or is a carrier or is reasonably suspected of having a chronic communicable disease or of being a carrier, such student or other user of University facilities or services may be temporarily excluded from the MATR program by the Program Director, pending a final determination by the Medical Director. A student who has been temporarily excluded from the MATR program shall be provided with an opportunity to make up any work missed during the absence unless the absence was deemed too lengthy by the student's clinical preceptor, in such cases the academic term may need to be repeated.

2. Initial Evaluation

Whenever necessary, a student or other user of University facilities or services who has a chronic communicable disease or who is a carrier of a chronic communicable disease or is reasonably suspected of having a chronic communicable disease or of being a carrier, shall be evaluated by a team that may consist of the Program Director, assigned preceptor (if applicable), the student's physician, and the ATP Medical Director. The team's report and recommendations, along with any dissenting opinions, shall be forwarded to the student with a decision regarding inclusion in the MATR program. Every effort shall be made to complete the evaluation in a timely and prompt manner.

3. Subsequent Evaluations

The student shall be periodically reevaluated by the evaluation team to determine whether the student's status continues to be appropriate. The frequency of the reevaluations shall be determined by the team.

4. Confidentiality

Such student's medical condition shall be disclosed only to the extent necessary to minimize the health risks to the student and others. Any medical conditions shall be disclosed only under HIPAA compliant procedures.

Sanitation Policy

All athletic training students are required to have the ability to clean hands before and after patient encounters at every clinical site. This could include but is not limited to a sink with soap and water or hand sanitizer. Specific clinical sites may have alternative methods for sanitizing hands.

Emergency Cardiac Care

Students are required to maintain continuous Emergency Cardiac Care certification throughout the MATR and as a future certified Athletic Trainer. Documentation of current certification must be provided to the MATR Coordinator of Clinical Education prior to the start of A TR 509. Students will need to be recertified prior to graduation and the BOC examination. Acceptable Certifications can be found at the Board of Certification website. Preferred examples include:

- BLS for Healthcare Providers or CPR/AED for the Professional Rescuer (ARC)
- BLS Health Care Provider (AHA)

HIPAA/FERPA Training

MATR students will annually complete a patient confidentiality session with specific information regarding the importance of understanding the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA). Documentation of completed training will be maintained by the CCE.

Liability Insurance

The MATR program at Iowa State University provides a blanket liability policy for students during assigned clinical experiences only. This policy will be purchased with Clinical Education course fees in A TR 509. According to the ISU policy, while pursuing experiences and engaging in activities for clinical experience courses under ISU clinical preceptors or within a set affiliated agreement, students are considered a volunteer. Volunteers are considered employees while acting within the scope of their authorized duties. Students must be enrolled in a Clinical Education course to be covered by the policy. You are only covered under the university policy while under the direct supervision of your clinical preceptor or ATP faculty member during official clinical assignments. Using learned clinical skills while not at your assigned clinical experience or under the supervision of a clinical preceptor is at your own risk and is considered practicing without a license. Students should consider purchasing personal malpractice liability insurance each while enrolled in the MATR program. See the Coordinator of Clinical Education for website and/or insurance company information.

Social Media

Social media is an online community of sharing with many different platforms. The university's primary accounts are used to communicate and engage with the public, including its use for customer service, news, emergencies, and stories and sometimes just for fun. The MATR program will not tolerate inappropriate use of social media. If you have a personal account that affiliates you with Iowa State University, or you talk about your affiliation with ISU openly on that account, readers WILL associate your content with the university (despite any disclaimers that your views are your own). Inappropriate and unprofessional social media posts are considered unprofessional behavior and will be subject to disciplinary action. Use of social media must comply with [ISU social media policy](#).

The following guidelines should be followed by ALL students:

1. No comments/posts of racial or sexist nature.
2. No negative reference to athletic training program at ISU
3. No confidential information related to health status or playing status of any athlete or patient from ISU and any clinical site.
4. No offensive or inappropriate comments should be posted,
5. NEVER EVER post offensive or inappropriate pictures
6. NEVER EVER post pictures from individual athletes, patients, or groups of athletes, coaches on your social media

Cell Phone Policy

Cell phones must be kept in a secure location (backpack, locker, purse) and not be seen during clinical or classroom time. You should NOT be on your cell phone during class or at any time during class or clinical experiences. Should you feel the need to use your cell phone or be on it, it is recommended you excuse yourself from class and clinical experience and return to your home or place of residence to use your cell phone in the privacy of your own home. Laptops or tablets during assigned clinical education experiences or classroom activities are for educational purposes only!

Name Tag Policy

An ISU nametag will be provided to all students prior to the beginning of clinical experiences. This nametag shall be worn during all clinical requirements as a means of identification for patients and athletes.

Appropriate Relationship Policy

Athletic training students dating athletes/patients/classmates can lead to compromising situations and is highly discouraged. Should the Associate Athletic Director of Sports Medicine and/or the Program Director and Coordinator of Clinical Education be made aware of such relationship, appropriate actions can be taken to avoid potentially contentious and conflict of interest situations. Students may be moved to a different clinical site if needed. Under no circumstances should the relationship be made apparent and obvious in the clinical site (physical, verbal, or emotional), in the athletic training facility, or while traveling with the team. Failure to comply with this policy may lead to probation in the program or dismissal from the program.

Equipment Maintenance

The MATR program and ISU Athletics work together to provide a variety and expansive supply of therapeutic modalities for injured athletes and for the educational benefit of athletic training students. These therapeutic modalities may be in the athletic training lab or in the clinic setting and are under the supervision of your preceptor or instructor. MATR students must be educated and trained on the proper set-up and use of the equipment prior to use on patients. The modalities are calibrated on an annual basis by a certified calibration technician. Documentation of calibration is available upon request. Any modality that have been identified as having a problem, need for repair, or a safety issue must be reported to the MATR Program Director, Coordinator of Clinical Education, or the Director of Athletic Training immediately. Any modality with a suspected dysfunction should be removed from the lab or clinic until the problem is corrected. If the electrical modality requires extensive repair, the MATR Program Director or Director of Athletic Training will contact a qualified technician to arrange repair. Ground Fault Interrupter breakers are connected to all outlets in the Athletic Training room and lab to ensure the safety of all modalities from electrical shock. MATR students are not permitted to use any modality without supervision.

Emergency Action Plans

All Emergency Action Plans (EAPs) for clinical sites are location in each facility. MATR students have access to these plans and the information. The EAPs should be reviewed consistently to ensure a

complete understanding of all emergency procedures for each site. MATR students are expected to go over the EAPs with their assigned preceptor during their orientation to the site.

An emergency situation exists when an athlete's life or future well-being is threatened. Most emergency situations will require hospitalization. The athletic trainer's role in such a situation is to provide the necessary first aid and to have the athlete transported to the hospital as quickly and safely as possible following the Emergency Action Plan established by the Department. This EAP contains very specific details as to the roles and responsibilities of the athletic training staff. Copies of this plan may be obtained from any of the preceptors; additionally, binders that contain a hard copy of the Plan are located in each athletic training room. Within the first few weeks of beginning an assignment at each venue, the preceptors are to review the venue specific guidelines that follow the established emergency action plan. It is the responsibility of the student to understand the potential roles, location, and use of on-site equipment, communication strategies, and all other details of their current venue. Ask questions if you are unclear about any instructions!

In cases of non-emergency situations, the athlete may require transportation to the hospital or ISU Student Health Center. An athlete should **never** be transported in a privately owned vehicle. Since the Student Health Center does not offer medical transportation, occasionally, the Athletic Training staff may need to utilize university-owned vehicles to provide emergency transportation for athletes whose injuries are non-life threatening.

AT NO TIME SHOULD AN ATHLETE WITH A MEDICAL EMERGENCY BE TRANSPORTED IN A UNIVERSITY OWNED OR PERSONAL VEHICLE!!

Inclement Weather

When inclement weather causes driving conditions to be hazardous (and classes are still in session), attendance at your assigned clinical site is left to your discretion. It is expected that you call the preceptor at the clinical site to discuss road conditions and your safety.

Cancellation of high school or the university classes: if the high school classes have been canceled or the university has been closed due to inclement weather, MATR students will not be required to attend any clinical assignments on that day. MATR students are expected to be in constant communication with their preceptor for adjustments to their clinical schedule.

Discrimination and Harassment

Iowa State University prohibits discrimination, which can include disparate treatment directed toward an individual or group of individuals based on race, ethnicity, sex, pregnancy, color, religion, national origin, physical or mental disability, age (40 and over), marital status, sexual orientation, gender identity, genetic information, status as a U.S. veteran (disabled, Vietnam, or other), or other protected class, that adversely affects their employment or education. For religion or disability, the law allows employees and students to request reasonable accommodations to continue their work or studies.

Iowa State University also prohibits harassment, which can be a form of discrimination if it is unwelcome and is sufficiently severe or pervasive and objectively offensive so as to substantially

interfere with a person's work or education. Harassment may include, but is not limited to, threats, physical contact or violence, pranks, jokes, bullying, epithets, derogatory comments, vandalism, or verbal, graphic, or written conduct directed at an individual or individuals because of their race, ethnicity, sex, pregnancy, color, religion, national origin, physical or mental disability, age, marital status, sexual orientation, gender identity, genetic information, or U.S. veteran status. Even if actions are not directed at specific persons, a hostile environment may be created when the conduct is sufficiently severe or pervasive and objectively offensive so as to substantially interfere with or limit the ability of an individual to work, study, or otherwise to participate in activities of the university.

It is the university's goal to prevent the occurrence of discriminatory and harassing activity and to promptly stop such conduct. A determination as to whether discrimination or harassment has occurred will be based upon the context in which the alleged conduct occurs.

University Nondiscrimination Statement

Iowa State University does not discriminate on the basis of race, color, age, ethnicity, religion, national origin, pregnancy, sexual orientation, gender identity, genetic information, sex, marital status, disability, or status as a U.S. Veteran. Inquiries regarding non-discrimination policies may be directed to

Office of Equal Opportunity

3410 Beardshear Hall

515 Morrill Road

Ames, Iowa 50011

Tel. 515 294-7612

Hotline: 515-294-1222

email eooffice@iastate.edu

Relationships to Others

Certified Athletic Trainers

The certified athletic trainers are your immediate supervisors and you are responsible to them at all times. Feel free to discuss anything with them at any time. Every athletic training student must maintain good communication lines with the certified athletic trainers regarding injuries, classes, problems, etc. Keep in mind that these are people who will make job recommendations for you in the future. Give them something good to write about! Remember the certified staff members have a broad base of networking and know employers from all over the country.

Physician(s)

As an athletic training student, you will have a wonderful opportunity to get to observe and work with physicians and several affiliated specialists. 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. Except in emergencies, the certified athletic trainers make arrangements with the physicians; however, you may be called upon to provide them with current injury reports and pertinent information. Be sure to give them detailed information and to follow their orders immediately and efficiently. You will sometimes need to communicate with nurses and other health center personnel. Be sure to be thorough in your reports, be courteous in your conversation, and keep in

mind the strict contract of confidentiality that governs the medical facilities. We work together. Interprofessional relationships are critical to the success of the health care system.

Coaching Staff

This relationship is critical. You will develop close and lasting relationships if you learn to work well with the coaches. At no time should an athletic training student criticize or argue with a coach. Good communication is essential. In general, injury information on athletes should come from the appropriate certified athletic trainer. You will, however act as an extension of the certified athletic trainers and your actions should reflect positively on the Athletic Training profession and program at all times. When attending an event never become a cheerleader, official or second-guess the coach. If you have a conflict with a coach, report the problem to your preceptor immediately.

Patient/Athlete

Earning the respect of the athlete and client is an important goal to reach and is in turn very gratifying. Treat the client with integrity and show professionalism at all times. Never guess or pretend to know something that you do not know. A very important aspect in your relationship with the patient is one of trust. Once you earn the patients' trust, do nothing to lose it. Expressing interest and concern in a patients' welfare will help gain respect. Treat all athletes and patients equally regardless of their position on the team, race, creed, or gender. Athletic Training Room rules and medical policies must be applied equally to all. Enforcement must be uniform and carried out in a firm, but courteous manner. It is important to draw a line providing competent and friendly care, and fraternization. Socializing will be done on your own time. At no time will a personal relationship between an athlete and an attending athletic training student be tolerated in compliance with the code of ethics from the NATA. Keep in mind the following guidelines:

- ✓ Gain respect through competence.
- ✓ Treat every patient with respect even though they may not always return the courtesy.
- ✓ Do not let the patient dictate what is to be done. Base all treatments on knowledge or prescription.
- ✓ Do not give special privileges to anyone or become a patient's buddy.
- ✓ Do not discuss a patient's injury with another patient.
- ✓ Do not "cover" for a patient who has missed treatment.
- ✓ Avoid estimating how long a patient will be out of action following an injury.
- ✓ Keep personal relationships with any patients out of the clinical site.
- ✓ Do not become involved in a situation in which you are assisting a patient to break a coach or administrator's training rule (either written or implied).
- ✓ Do not assist or encourage any patient to hide injuries or problems from the athletic trainers who are assisting with their team.
- ✓ Athletic training students who may be assigned to a specific sport should limit social interaction with members of that team.
- ✓ If afforded the opportunity to travel with a team, the athletic training student is responsible to the coach. Travel procedures will vary from sport to sport. The athletic training student must be aware of the coach's rules. Remember that the traveling athletic trainer is representing Iowa State University and should dress and act in such a way as to reflect positively on the university and the Athletic Training program.

- ✓ When on the road, the athletic training student should introduce him/herself to the host athletic trainer and act in a friendly and courteous manner. Take advantage of networking opportunities.
- ✓ Stay physically fit and healthy. Practice what you preach!

Peer Athletic Training Student(s)

Servicing and caring for large numbers of athletes takes a coordinated and efficient effort. This would not be possible without the athletic training student. It is expected that you will maintain an excellent rapport with each other. Petty arguments, negative comments, and demeaning actions will not be tolerated. Always be willing to help your fellow athletic training student with sport events and extra assistance if needed. You never know when you may need help! Upper class students are expected to instruct and guide younger students and must not abuse their authority. Younger students are expected to be willing to learn and should freely accept constructive advice and criticism.

Other Athletics Department Personnel

You will come in contact with a variety of other athletic department personnel, both professional and student workers and interns. They also work long, hard hours in association with athletic events. You should develop a positive cooperative working relationship with these individuals. This type of relationship can be of help to all groups.

Professional Scouts, Media, and General Public

At times, various individuals may ask questions regarding the status of an athlete. Although such questions may be flattering to you, it is not your responsibility to answer. Refer all questions to the Head Athletic Trainer or your clinical preceptor.

Other Affiliated Clinical Site Staff

You will come in contact with other medical professionals and staff while representing the ISU MATR program at affiliated clinical sites. You will be expected to represent the program in a professional manner and abide by the policies and procedures present at that particular site or venue. Every athletic training student must maintain good communication lines with their Clinical Preceptors regarding injuries, classes, problems, etc. Keep in mind that these are people who will make job recommendations for you in the future and who may know someone where you may be a job applicant. Give them something good to write about you!

Team Assignment Responsibilities

Introduction

An athletic training student may be assigned to assist a certified athletic trainer with a specific team during their enrollment in the program. This assignment will not be based on longevity in the program but on the acquisition of skills and overall ability. The Program Director and Coordinator of Clinical Education will assign clinical education assignments. The purpose of the assignments are to give the student further experience in injury management as well as experience in the administrative aspects of athletic training. The student will have ample opportunity to make decisions concerning injury prevention, care, and rehabilitation. This is the athletic training student's chance to perfect

his/her practical, professional, and soft skills. Each student should be prepared to take advantage of the situation. It shall be the responsibility of the preceptor to mentor the student through this clinical experience. The preceptor should allow the students those responsibilities that reflect their competence.

Specific Responsibilities

1. Review
 - a. Emergency care (EAP) procedures
 - b. Guidelines for care of serious injuries at home events
 - c. Guidelines for care of serious injuries at away competitions
 - d. Injury evaluation techniques
 - e. Rehabilitation programs
 - f. Specific sport techniques
 - g. Review the previous end of the year report
 - h. Introduce yourself to the head and assistant coaches
 - i. Obtain a current team roster, practice schedule, and competition schedule
 - j. Check the team roster against athletic training room records for the following:
 - k. Physician's clearance slip (the physical examination clearance)
 - l. Physical examination record
 - m. Individual files
 - n. Insurance information on file (check with preceptor)
 - o. Make a note of any special conditions noted in the athletes' physical examination
2. Arrange to attend the initial team meeting
 - a. Introduce yourself to the team
 - b. Explain athletic training room policies and procedures, rules, and hours
 - c. Have all athletes complete the demographics information sheet
 - d. Enter the team information into SIMS
3. Maintain an injury record of all significant injuries as they occur
 - a. Maintain follow-up evaluations, progress notes, physician referrals
 - b. Enter ALL physician referrals into SIMS
 - c. Maintain rehabilitation records
 - d. Maintain and file ALL physician notes
4. Stock a medical kit
 - a. Contents appropriate to team's needs
 - b. Emergency consent forms for travel
 - c. Insurance information for use in emergency care situations

Team Travel

Being part of a team and traveling as an official staff member can be exciting and challenging. Each preceptor and athletic training student must remember that they represent the Athletic Training Program, the Athletic Department, and Iowa State University in an official capacity.

The following guidelines should be considered when one is allowed the opportunity to travel with an athletic team:

1. Dress and Appearance
 - a. Professional dress is necessary. The athletic training student is a medical professional, not a team manager. Assigned athletic training apparel is appropriate for game and practice.
2. Punctuality
 - a. Become familiar with the travel itinerary. Do not be late for meetings, team meals, and departures. The athletic training student must check with the coaching staff or supervising ATC for any adjustments.
3. Self-Management
 - a. Athletic training students are in an unusual and complicated position. They are neither paid staff members nor student athletes. The team coach has a variety of responsibilities; he/she should not have to include discipline or supervision of an athletic training student in those responsibilities. Athletic training students must use discretion and common sense when fraternizing or socializing with coaches or athletes. Members of Intercollegiate Athletic Departments are under constant scrutiny by the campus and the general public; the athletic trainer must always maintain a professional appearance.
 - b. Under **no circumstances** will an athletic training student consume alcohol with student-athletes, coaches, or administrators when he/she is serving in an official capacity. This restriction applies to social situations during the team's season as well as team road trips.
4. Supervision/Decision Making
 - a. Unsupervised travel by an Athletic Training Student is not permitted by the CAATE and not supported by the MATR program at ISU.

Parking Procedures

There may be an opportunity that athletic training students may be issued parking permits for the parking on campus for their clinical experience rotations. These are to be utilized by athletic training students who are assigned to be on campus for their clinical education experiences at that time. NO ONE should park in these spots to go to class! Misuse of this "benefit" will be dealt with according to the conduct and responsibility guidelines previously mentioned. If you receive a parking ticket, it is your responsibility to pay for it!

Letter Awards

If the athletic training student has completed all clinical and academic responsibilities as required by the MATR program and following completion of the athletic training students' third semester in the program, they are eligible for an Iowa State University letter. Subsequently, following completion of the student's sixth semester in the program and if the student is on track to be granted endorsement by the Program Director for the administration of the BOC Entry level examination, the student is eligible to receive an Iowa State Letter winner's ring. These awards will be at the discretion of the Program Director, Coordinator of Clinical Education, and the Director of Sports Medicine, and all nominations are subject to change.

Peer Mentoring

New athletic training students may be paired with an advanced student in order to foster an environment of peer mentorship if such a relationship is deemed beneficial by the Program Director and the Coordinator of Clinical Education. Each pair should meet and discuss academic and/or clinical issues no less than three times per academic year. Upon completion of the meeting, an informal report should be completed and turned into the Coordinator of Clinical Education. This program has proven to benefit both parties involved and is strongly recommended for all athletic training students. Mentorship pairings will be made by the Program Director and Coordinator of Clinical Education.

APPENDICES

National Athletic Trainers' Association

All athletic training students who plan on become a certified athletic trainer should become a member of the National Athletic Trainers' Association (NATA). Membership applications may be obtained online at www.nata.org. Membership benefits include receiving The Journal of Athletic Training quarterly and placement on a sports medicine mailing list. In addition, members of the NATA are charged a lower fee to take the BOC exam.

The NATA offers a number of scholarships and sponsors an article-writing contest for undergraduate and graduate student athletic trainers. Information can be obtained by contacting the NATA office. All qualified students are encouraged to apply for these opportunities.

National Athletic Trainers' Association

1620 Valwood Parkwat, Suite 115

Carrollton, TX 75006

1-214-637-6282

1-800-TRY-NATA (879-6282)

1-214-637-2206 (FAX)

Board of Certification

The BOC was incorporated in 1989 to provide a certification program for entry-level Athletic Trainers. The purpose of this program is to establish standards for entry into the profession of athletic training. Additionally, the BOC has established the continuing education requirements that a Certified Athletic Trainer must satisfy to maintain their current status as a BOC Certified Athletic Trainer.

Regularly, the BOC reviews the requirements for certification eligibility and the standards for continuing education. Additionally, the Board reviews and revises the certification exam by the exam specifications of the BOC *Practice Analysis* that is reviewed and revised every five years. The BOC uses a criterion-referenced passing point for the anchor form of the exam. Each new exam version is equated to the anchor version to ensure that candidates are not rewarded or penalized for taking different versions of the exam.

To become certified as an athletic trainer, a student must meet the following criteria:

- Complete the CAATE Accredited Athletic Training Program
- Provide proof of Emergency Cardiac Care Certification
- Obtain endorsement from the Program Director that verifies completion of all program requirements.
- Pass the BOC Examination

For more information regarding the BOC and the examination itself, please refer to www.bocatc.org.

Athletic Training Faculty and Clinical Preceptors

Athletic Training Faculty

Name	Address	Phone	Email
Dr. Sarah Bancroft DO Graduate Lecturer/ Clinical Preceptor McFarland Sports Medicine	McFarland Clinic 3500 University Blvd/Suite 101 Ames, IA 50010	O: (515) 239-3410	sbancroft@mcfarlandclinic.com
Megan Brady PhD, LAT, ATC Clinical Assistant Professor	Iowa State University 111B Forker Building	O: C: (319) 230-3636	
Mark Coberley MS, LAT, ATC Graduate Lecturer Director of Sports Medicine	Iowa State University 1002D Bergstrom Football Complex 1822 S Fourth Street	O: (515) 294-5500 C: (515) 290-1352	coberley@iastate.edu
Mary Meier PhD, LAT, ATC Associate Clinical Professor Program Director	Iowa State University 223 Forker Building	O: (515) 294-3587 O: (515) 460-5820	mary@iastate.edu
Victor Miller MS, LAT, ATC Graduate Lecturer/Clinical Preceptor Associate Director of AT M Basketball	Iowa State University 1212AA Sukup Basketball Facility 1011 South Dakota Avenue	O: (515) 294-7325 C: (515) 460-5828	vmiller@iastate.edu
Denise O'Mara MA, LAT, ATC Graduate Lecturer/Clinical Preceptor Associate Director of AT W Basketball, M/W Golf	Iowa State University 1320B Olsen Building 1800 S Fourth Street	O: (515) 294-8389 C: (515) 460-5811	dharklau@iastate.edu
Shannon Peel MA, LAT, ATC Clinical Assistant Professor Coordinator of Clinical Education	Iowa State University 223 Forker Building	O: (515) 294-7029 C: (515) 460-5810	speel@iastate.edu
Tim Weesner MS, LAT, ATC Graduate Lecturer/Clinical Preceptor Associate Director of AT Wrestling	Iowa State University 0132B Lied 518 Beach Road	O: (515) 294-4598 C: (515) 509-4208	weesner@iastate.edu

Athletic Training Clinical Preceptors

Name	Address	Phone	Email
Zach Brigham MS, LAT, ATC Clinical Preceptor Assistant Director of AT Football	Iowa State University 1002 Bergstrom Football Complex 1822 S Fourth Street	O: (515) 294-3662 C: (517) 474-8425	zbrigham@iastate.edu
Amanda Brown MPH, LAT, ATC Clinical Preceptor Assistant Director of AT Tennis, Volleyball	Iowa State University Stark Performance Center 1828 S Fourth Street	O: (515) 294-1196 C: (515) 509-7600	bamanda@iastate.edu
Ryan Daniels MS, ATC, LAT Clinical Preceptor Assistant Director of AT Cross Country/Track & Field	Iowa State University 132 Lied Rec Center 518 Beach Road	O: (515) 294-7259 C: (609) 760-7009	rdan@iastate.edu
Jessica Drenth M Ed, LAT, ATC Clinical Preceptor Assistant Director of AT Gymnastics, Swimming	Iowa State University 1423 Beyer Hall 2625 Union Drive	O: (515) 294-5146 C: (563) 379-3042	jrilling@mail.iastate.edu
Rozlyn Elbert ATC, LAT Clinical Preceptor Athletic Trainer (Ames HS)	Ames High School 1921 Ames High Drive	O: C: (515) 724-2920	
Mason Finn MS, LAT, ATC Clinical Preceptor Athletic Trainer (Gilbert HS)	Gilbert High School 312 Gretten Street Gilbert, IA 50105	O: (515) 598-3214 C: (515) 520-2121	mfinn@mcfarlandclinic.com
Joe Hubbard MS, LAT, ATC Clinical Preceptor Assistant Director of AT Football	Iowa State University Bergstrom Football Complex 1822 S Fourth Street	O: (515) 294-7259 C: (517) 398-5916	hubbardj@iastate.edu

Meaghan Hussey M Ed, LAT, ATC Clinical Preceptor Assistant Director of AT Football	Iowa State University Bergstrom Football Complex 1822 S Fourth Street	O: (515) 294-0525 C: (770) 363-4985	husseym@iastate.edu
Kristin Lage MS, LAT, ATC Clinical Preceptor Assistant Director of AT Softball	Iowa State University Stark Performance Center 1828 S Fourth Street	O: (515) 294-3904 C: (515) 450-9207	klage@iastate.edu
Tyler Patterson MA, LAT, ATC Clinical Preceptor Assistant Director of AT Cross Country/Track & Field	Iowa State University 132A Lied Rec Center 518 Beach Road	O: (515) 294-6315 C: (515) 509-3343	tpatt@iastate.edu
Daniele Petty MA, LAT, ATC Clinical Preceptor Assistant Director of AT Soccer	Iowa State University Stark Performance Center 1828 S Fourth Street	O: (515) 520-9033 C: (515) 520-9033	pettyd@iastate.edu
Nathan Postma MA, LAT, ATC Clinical Preceptor Associate Director of AT Football	Iowa State University Bergstrom Football Complex 1822 S Fourth Street	O: (515) 294-2021 C: (515) 231-8955	npostma@iastate.edu
Kylee Schlorholtz LAT, ATC Clinical Preceptor Athletic Trainer (Gilbert HS)	Gilbert High School 312 Gretten Street Gilbert, IA 50105	O: (515) 598-3214 C: (515) 450-6534	kschlorholtz@mcfarlandclinic.com
Travis Steib MS, ATC, LAT Clinical Preceptor Assistant Director of AT Tennis	Iowa State University Stark Performance Center 1828 S Fourth Street	O: (515) 294-1196 C: (210) 845-4420	tstieb@iastate.edu
Lindsey Struck MS, LAT, ATC Clinical Preceptor Ames High School	Ames High School 1921 Ames High Drive	O: (515) 817-0611 C: (563) 590-5539	lindseyalderson@gmail.com
Shannon Wright M Ed, LAT, ATC Clinical Preceptor Recreation Services	Iowa State University 1451 Beyer Hall 2625 Union Drive	O: (515) 294-8177 C: (502) 422-0927	smwright@iastate.edu

Clinical Preceptors/Consulting Medical Specialists

Name	Address	Phone	Email
Dr. Sarah Bancroft DO Sports Medicine Primary Care Clinical Preceptor	McFarland Clinic 3500 University Blvd/Suite 101 Ames, IA 50010	O: (515) 239-3410	sbancroft@mcfarlandclinic.com
Dr. Thomas Greenwald, MD Orthopedic Sports Medicine/Surgery Clinical Preceptor	McFarland Clinic 1215 Duff Avenue Ames, IA 50010	O: (515) 239-4475	tgreenwald@mcfarlandclinic.com
Dr. Marc Shulman, MD Sports Medicine Primary Care AT Program Medical Director	McFarland Clinic 3500 University Blvd/Suite 101 Ames, IA 50010	O: (515) 239-3410	mshulma@iastate.edu
Dr. Bryan Warme, MD Orthopedic Sports Medicine/Surgery Clinical Preceptor	McFarland Clinic 1215 Duff Avenue Ames, IA 50010	O: (515) 239-4475	bwarme@mcfarlandclinic.com

ATHLETIC TRAINING B.S./MASTERS (B.S./M.A.T.R.) DEGREE

2021-2022 SAMPLE FIVE-YEAR PLAN

UNDERGRADUATE

Semester 1 - First Year	Credit
A TR 218-Orient to A TR Clinical Experience	0.5
BIOL 255-Fundamentals of Human Anatomy*	3
BIOL 255L-Fundamentals of Human Anatomy Lab*	1
ENGL 150-Critical Thinking & Communication	3
H S 110-Personal & Consumer Health	3
KIN 252-Discliplines & Professions in KIN H	1
KIN 253-Orientation & Learning Community in KIN H	1
LIB 160-Information Literacy	1
PSYCH 101 or 230-Intro or Dev Psychology	3
Total	16.5

Semester 3 - Second Year	Credit
A TR 220 Basic Athletic Training*	2
A TR 221-Pre-Athletic Training Clinical Practicum*	1
CHEM 163 or 177-College or General Chemistry I	4
CHEM 163L or 177L-College or General Chemistry I Lab	1
ENGL 250-Written, Oral, Visual & Electronic Comp	3
Humanities Choice/US Diversity	3
Social Science Choice	3
Total	17

Semester 5 - Third Year	Credit
A TR 223-Preseason Clinical Experience Practicum*	1
A TR 228-Basic Orthopedic Assessment & Eval Prin*	2
A TR 229-Clinical Practicum in Athletic Training II*	1
ENGL 302, 314, or SP CM 312	3
KIN 355-Biomechanics	3
KIN 358-Exercise Physiology	3
KIN 359-Exercise Physiology Lab	1
FS HN 367-Medical Terminology for Health Professionals	1
Total	15

Apply for admission to the AT/MATR program in December. Acceptance into the program is required before spring of the third year.

Semester 7 - Fourth Year (Summer)	Credit
A TR 501-Bracing, Taping & Wrapping Techniques	1
A TR 502-Emergency Care Procedures in AT	3
A TR 509-Athletic Training Clinical Education I	1
A TR 520-Athletic Training Seminar A: An Introduction to Athletic Training	1
Total	6

Semester 8 - Fourth Year	Credit
A TR 505-Therapeutic Modalities & Clinical Interventions*	3
A TR 510-Evaluation Methods & Treatment Tech (LB)*	3
A TR 521-Athletic Training Seminar B: Diagnostic Imaging and Lab Principles*	1
A TR 519-Athletic Training Clinical Education II*	3
Total	10

GRADUATE

Semester 10 - Fifth Year (Summer)	Credit
A TR 515-Evidence Based Practice in Athletic Training	2
A TR 523-Athletic Training Seminar D: Advanced Topics in Athletic Training	1
A TR 539-Athletic Training Clinical Education IV	1
A TR 560-General Medical and Behavioral Health Issues	3
Total	7

Semester 11 - Fifth Year	Credit
A TR 550-Pharmacological Issues in Athletic Training*	2
A TR 570-Injury Intervention, Rehab and Patient Care*	3
A TR 559-Athletic Training Clinical Education V*	5
KIN 515-Injury Biomechanics	3
Total	13

Semester 2 - First Year	Credit
A TR 218-Orient to A TR Clinical Experience	0.5
BIOL 256-Fundamentals of Human Physiology**	3
BIOL 256L-Fundamentals of Human Physiology Lab**	1
FS HN 167-Intro to Human Nutrition	3
BIOL 211 or 212-Principles of Biology I or II	3
BIOL 211L or 212L-Principles of Biology Lab I or II	1
SOC 134-Introduction to Sociology	3
STAT 101 or 104-Intro to or Principles of Statistics	3-4
Total	17.5-18.5

Semester 4 - Second Year	Credit
A TR 217-Clinical Practicum in Athletic Training I**	1
A TR 219-Anatomy Clinical Practicum**	1
KIN 258-Principles of Physical Fitness & Conditioning	2
PHYS 115 or PHYS 131 & 131L-General Physics	4-5
MATH 140, 143, 145, or 165	3-4
SP CM 212-Fundamentals of Public Speaking	3
Humanities Choice/International Perspective	3
Total	17-19

Semester 6 - Third Year	Credit
A TR 328-Athletic Injuries Clinical Practicum**	1
H S 350-Human Diseases	3
KIN 365 or 366-Sport or Exercise Psychology	3
KIN 372-Motor Control & Learning Across the Lifespan	3
KIN 480-Functional Anatomy or B M S 448	3-4
PSYCH 460-Abnormal Psychology	3
Total	16-17

Semester 9 - Fourth Year	Credit
KIN 501-Research Methods in Physical Activity**	3
A TR 513-Evaluation Methods & Treatment Tech (UB)**	3
A TR 522-Athletic Training Seminar C: Interprofessional Collaboration and Leadership**	1
A TR 529-Athletic Training Clinical Education III**	3
A TR 545-Therapeutic Exercise & Rehab Interventions**	3
Total	13

Semester 12 - Fifth Year	Credit
A TR 575-Athletic Training Organization & Administration**	3
A TR 524-Athletic Training Seminar E: Professional Development in Athletic Training**	1
A TR 569-Athletic Training Clinical Education VI**	5
Total	9

• Optional experiences: A TR 549A and A TR 549B Athletic Training Clinical Education Study Abroad (3 credits)

* Fall Only Course, ** Spring Only Course. Planned course offerings may change, and students need to check the online Schedule of Classes each term to confirm course offerings: <https://classes.iastate.edu/>. This sequence is only an example.

Updated March 2021

ATHLETIC TRAINING MASTERS (M.A.T.R.) DEGREE
2021-2022 SAMPLE TWO-YEAR PLAN

YEAR 1

Semester 1 - First Year (Summer)	Credit
A TR 501-Bracing, Taping & Wrapping Techniques	1
A TR 502-Emergency Care Procedures in AT	3
A TR 509-Athletic Training Clinical Education I	1
A TR 520-Athletic Training Seminar A: An Introduction to Athletic Training	1
Total	6

Semester 2 - First Year (Fall)	Credit
A TR 505-Therapeutic Modalities & Clinical Interventions*	3
A TR 510-Evaluation Methods & Treatment Tech (LB)*	3
A TR 521-Athletic Training Seminar B: Diagnostic Imaging and Lab Principles*	1
A TR 519-Athletic Training Clinical Education II*	3
Total	10

Semester 3 - First Year (Spring)	Credit
KIN 501-Research Methods in Physical Activity**	3
A TR 513-Evaluation Methods & Treatment Tech (UB)**	3
A TR 522-Athletic Training Seminar C: Interprofessional Collaboration and Leadership**	1
A TR 529-Athletic Training Clinical Education III**	3
A TR 545-Therapeutic Exercise & Rehab Interventions**	3
Total	13

YEAR 2

Semester 4 - Second Year (Summer)	Credit
A TR 515-Evidence Based Practice in Athletic Training	2
A TR 523-Athletic Training Seminar D: Advanced Topics in Athletic Training	1
A TR 539-Athletic Training Clinical Education IV	1
A TR 560-General Medical and Behavioral Health Issues	3
Total	7

Semester 5 - Second Year (Fall)	Credit
A TR 550-Pharmacological Issues in Athletic Training	2
A TR 570-Injury Intervention, Rehab and Patient Care*	3
A TR 559-Athletic Training Clinical Education V*	5
KIN 515-Injury Biomechanics	3
Total	13

Semester 6 - Second Year (Spring)	Credit
A TR 575-Athletic Training Organization & Administration**	3
A TR 524-Athletic Training Seminar E: Professional Development in Athletic Training**	1
A TR 569-Athletic Training Clinical Education VI**	5
Total	9

Optional experiences: A TR 549A and A TR 549B Athletic Training Clinical Education Study Abroad (3 credits)

* Fall Only Course, ** Spring Only Course. Planned course

MATR Application Rating Form/Rubric

Requirements to be Evaluated	Exceptional 10 points (unless noted below)	Good 7 points (unless noted below)	Average 3 points (unless noted below)	Does not meet criteria 0 points	TOTAL
Cumulative GPA	3.5 or above	3.49-3.25	3.24-3.0	Below 3.0	(10)
Prerequisite coursework completed (C or better)		YES	NO		
Personal Statement Writing style- mechanics, grammar, spelling, organization	Excellent writing style	Good writing style	Average writing style	Below average writing skills	(10)
Personal Statement Content- understanding of the AT profession, professionalism, insight, unique circumstances	Excellent content, vision, potential	Good content, vision, potential	Average content	Below average content	(10)
Resume	Experiences in AT observation hours, education, volunteer experiences, understanding vision and workload of MATR, grammatically correct, format	Good employment experiences, basic understanding of AT program expectations, grammatically correct and format	Basic content met	Below average content	(10)
References 1. 2. 3.	(5 points each) Exceptional, ATC, health care professional	(3 points each) Above average recommendation; Average recommendation from ATC or health care professional	(1 point each) Average recommendation	Poor recommendation	(15)
Totals:					55 max

Additional requirements submitted:		
125 AT preceptor documented Observational hours	YES	NO
CPR/AED certification	YES	NO
Technical Standards	YES	NO
Immunization Records	YES	NO
Graduate or 3+2 applicant		

Interview: YES NO

Comments:

Prerequisite course completion with "C" or better:

- | | | |
|--|----------|------------|
| 1. Nutrition | Yes_____ | Grade_____ |
| 2. Biology with lab | Yes_____ | Grade_____ |
| 3. Chemistry with lab | Yes_____ | Grade_____ |
| 4. Physics | Yes_____ | Grade_____ |
| 5. Biomechanics | Yes_____ | Grade_____ |
| 6. Exercise Physiology with lab | Yes_____ | Grade_____ |
| 7. Human Anatomy with lab | Yes_____ | Grade_____ |
| 8. Human Physiology with lab | Yes_____ | Grade_____ |
| 9. Introduction to Psychology or
Developmental Psychology | Yes_____ | Grade_____ |
| 10. Statistics | Yes_____ | Grade_____ |

Comments: _____

Evaluator: _____ Date: _____

Masters in Athletic Training

Technical Standards for Admission

The Athletic Training Professional Master's degree program at Iowa State University is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Iowa State University 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 (Commission on Accreditation of Athletic Training Education [CAATE]). The following abilities and expectations must be met by all students admitted to the Iowa State University 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 admitted into the program.

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

Candidates for selection to the Iowa State University Athletic Training program must demonstrate:

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

Candidates for selection to the Iowa State University Athletic Training program will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards.

The Student Accessibility Services office will evaluate a student who states he/she could meet the program's technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws. SAS believes that equity, social justice, and diversity are essential to creating/maintaining an environment of equal access and opportunity for all. We believe that disability is a natural occurring aspect of the diversity of life and that it is an integral part of society and to the Iowa State University campus community.

If a student states he/she can meet the technical standards with accommodation, then the University will determine whether it agrees that the student can meet the technical standards with reasonable accommodation; this includes a review a whether the accommodations requested are reasonable, taking into account whether accommodation would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all coursework, clinical experiences and internships deemed essential to graduation.

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

Signature of Applicant

Date

Consent or Decline of Vaccination Form

Iowa State University Occupational Medicine Program
G11 Technical and Administrative Services Facility (TASF) / 2408 Pammel Drive, (515) 294-2056

Employee's Name (please print)

Iowa State ID #

Department

Worksite Building

Worksite Room or Area

CONSENT TO VACCINATE

Please indicate the vaccination(s) you wish to consent to receive

☐ Hepatitis B (3 inoculations) ☐ Rabies ☐ Other _____

I have read the information about the vaccine. I have had an opportunity to ask questions of a qualified nurse or physician and understand the benefits and risks of receiving the vaccination. However, as with all medical treatment, there is no guarantee that I will become immune or that I will not experience side effects from the vaccine.

Signature of Employee

Date Signed

If you have consented to receive vaccination(s), please take this form with you when you go to receive your injection(s) at Occupational Medicine, G11 TASF / 2408 Pammel Drive (515-294-2056).

DECLINE TO VACCINATE

Please indicate the vaccination(s) you wish to decline to receive:

☐ Hepatitis B (3 inoculations) ☐ Rabies ☐ Other _____

I UNDERSTAND that due to my occupational exposure to blood or other potentially infectious materials I may be at risk of acquiring an infection. I have read the information about the vaccine. I have had an opportunity to ask questions of a qualified medical professional and understand the benefits and risks of vaccination. I have been given the opportunity to be vaccinated, at no charge to myself; however, I decline vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring a serious disease. If, in the future, I continue to have occupational exposure to blood or other potentially infectious materials and I want to be vaccinated, I can receive the vaccination series at no charge to me.

☐ **Check here if you are declining vaccination(s) because you have previously been vaccinated.**

Signature of Employee

Date Signed

Please fax this form to Occupational Medicine office at 515-294-1967 or mail to G11 TASF / 2408 Pammel Drive

Iowa State University Athletic Training Program



Athletic Training Student HIPAA Confidentiality and Patient Privacy Agreement

As an athletic training undergraduate/graduate student of Iowa State University's Athletic Training Program (hereinafter "the Program"), and as a condition of my acceptance into the Program, I agree to the following:

- 1. I understand that I am responsible for complying with the federal Health Insurance Portability and Accountability Act (HIPAA) policies, which were provided to me (summary of HIPAA Privacy Rules and power point information).**
- 2. I will treat all information received in the course of my undergraduate/graduate degree with the Program, as confidential and privileged information. This includes verbal or written disclosure of patient information.**
- 3. I will not access patient information unless I have a need to know this information in order to perform my duties.**
- 4. I will not disclose information unless I have a need regarding the Program's patients to any person or entity, other than as necessary to perform my duties, and as permitted under the Program's HIPAA policies.**
- 5. I will not log onto any of the Program's computer medical systems that currently exist or may exist in the future using a password other than my own.**
- 6. I will safeguard my computer, portal or any other passwords provided to me by the Program to perform my duties and will not post these passwords in public places.**
- 7. I will not allow anyone, including other employees or students, to use my passwords to log on to the computer systems.**
- 8. I will log off of the computer as soon as I leave my workstation.**
- 9. I will not use my email to transmit patient information unless I am instructed to do so by the Privacy Officer.**
- 10. I will not take patient information from the premises of the Facility unless in secured electronic format in compliance with HIPAA.**
- 11. As an observer or student in general medical facilities (ISU Intercollegiate Athletics, McFarland Clinic, Mary Greeley Medical Center, various medical or clinical based settings), you may have access to confidential medical information. The fact that a patient/client is at one of these medical facilities is even confidential information.**

- 12. Federal and State laws and individual facility policies protect this confidential medical information.**
- 13. I acknowledge that I have reviewed the Power Point presentation and understand the information regarding Protected Health Information and Business Information.**
- 14. Upon cessation of my clinical rotation with the Program, I agree to continue to maintain the confidentiality of any information I learned while an employee or student and agree to turn over any keys, access cards, passwords, or any other device that would provide access to the Program or the Program's information.**

Understand that violation of this agreement could result in disciplinary actions.

I have read and understand the information in the Iowa State University HIPAA power point presentation. I realize that there are civil and criminal penalties for the unauthorized use and disclosure of protected health information. I will abide by the guidelines when performing my clinical/educational/shadowing/observing activities.

Name (print)

Name (signature)

Date

I acknowledge that I have received and reviewed the federal Health Insurance Portability and Accountability Act (HIPAA) policies and procedures of the Program. I understand that I am responsible for complying with the policies and procedures and that I am required to seek guidance from the Privacy Officer if I have any questions or concerns regarding patient confidentiality.

Signature_____

Date _____

If an athletic training student (ATS) fails to maintain appropriate conduct standards as defined by the ATS Handbook, intervention on the part of the Program Director, Clinical Coordinator, Preceptor, herein known as the Committee, will take place. In each incidence of such occurrence, the Committee will review the situation based upon input from all involved parties and impose a reasonable and customary punishment at their discretion. This punishment may include; private reprimand before the committee, revocation of scholarship and benefits, and suspension or dismissal from the program. Severity of punishments will be based upon the specific incident, the previous record of clinical and /or academic performance of the ATS, and any precedence of similar infraction within the program. The accumulation of up to three Incident Reports in an ATS' participation within the ISU Athletic Training Program (ATP) will result in dismissal from the ATP and immediate revocation of all benefits granted therein.

Athletic Training Student Name	
Date of Incident	
Incident	
Action taken by Committee	
Expected Outcome On part of ATS	

Clinical Preceptor Signature	Date
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Authorization to Release Information for a Recommendation and/or Evaluation Iowa State University

Name of Student (Last, First, MI): _____	Date: _____	University ID: _____
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The Family Educational Rights and Privacy Act (FERPA) affords certain rights to students concerning the privacy of, and access to, their education records. In order to submit recommendations or evaluations in accordance with FERPA recommendations, **school officials must request that students complete and submit this authorization/waiver, or its equivalent, to them prior to providing FERPA-protected student information to third parties.** For additional information regarding FERPA, please visit <http://www.registrar.iastate.edu/policies>

SECTION A. Iowa State University official providing the recommendation and/or evaluation	
Name _____	Department _____
SECTION B. Type of disclosure (check all that apply)	
<input type="checkbox"/> Letter of Recommendation <input type="checkbox"/> Evaluation Form	<input type="checkbox"/> Verbal Recommendation or Evaluation <input type="checkbox"/> Other (please specify) _____
SECTION C. Person(s) to whom education records may be provided (check one)	
<input type="checkbox"/> Potential Employers <input type="checkbox"/> Educational Institution or Official <input type="checkbox"/> Other (please specify) _____	
SECTION D. Purpose of the information release (check all that apply)	
<input type="checkbox"/> Employment <input type="checkbox"/> Admission to an Educational Institution <input type="checkbox"/> Other (please specify) _____	
SECTION E. Duration of release (check one)	
<input type="checkbox"/> One time release: This authorization is valid for a one-time release only _____ (date) <input type="checkbox"/> Limited release: This release will remain in effect until _____ (date) <input type="checkbox"/> Unlimited release: This release will remain in effect unless I revoke authorization in writing.	
The Iowa State University official providing the recommendation and/or evaluation must retain a copy of this authorization up to one after expiration or post separation.	
SECTION F. Authorization of access (check one)	
<input type="checkbox"/> I <u>waive</u> the right to review the requested recommendation(s)/evaluations(s). <input type="checkbox"/> I <u>do not waive</u> the right to review the requested recommendation(s)/evaluation(s).	
<p>By signing below, I authorize the Iowa State University official named in Section A above to consult my education records at Iowa State University, and to disclose such education records as that official considers appropriate in accordance with the above-stated purpose(s).</p> <p>I understand that I have the right to revoke this authorization/waiver at any time by delivering a written revocation to the Iowa State University official named in Section A above, but that such a revocation will not affect any waiver of access to records obtained or received prior to delivery of such written revocation. I also understand that a copy of this authorization/waiver may be sent with the recommendation(s)/waiver(s).</p>	
Student's signature _____	Date _____

This information is released subject to the confidentiality provisions of appropriate state and federal laws and regulations which prohibit any further disclosure of this information without the specific written consent of the person to whom it pertains, or as otherwise permitted by such regulations.

Clinical Education Orientation Form

Select a user.

☐ Spring

Select a location.

☐ I have met with my Preceptor to review this form.

69

Hello, Shannon
Administrator



Preview Form



Dashboard >



Preview Form

- Dashboard
- Profile
- Portfolio
- Hours & PET
- Scores
- Forms & Documents
- Manage Forms
- Manage Documents
- Document Requests
- Update Categories
- Update Periods
- Communication
- Manage Users
- Manage Sites
- Manage Courses
- Course Matrix
- General Settings
- Help

MATR Student Evaluation

* Student being
evaluated:

Select a user.



	Very Few ATS's equal this performatnce of duties at this level.	Performed duties better than most ATS's at this level.	Performed duties as well as most ATS's at this level.	Performance of duties met minimum standards.	Performed duties in an unsastisfactory manner.
Personal Discipline (on time, proper attire and grooming, enthusiastic about AT).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Discipline (dependable, team oriented, professional/ethical, pride of performance).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carried out expected tasks; followed instruction with minimal direction; didn't waste time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adaptable, accepted criticism with understanding, profited from suggestion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Displayed good judgement; logical thought; made independent decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrated ability to initiate effective communication with appropriate individuals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Followed athletic training room policy and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate utilization and/or knowledge of the Emergency Action Plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate utilization and/or knowledge of Universal Precautions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understood and maintained conficentiality of medical information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrated ability to conduct appropriate intervention with student-athlete. -regarding application of theraeutic modalities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrated ability to conduct appropriate intervention with student-athlete -regarding referral to other allied health professional(including ATC).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrated ability to properly document all aspects associated with student-athlete injury/illness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrated knowledge utilizing specific padding or equipment modification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taping technique - neatness and functionality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of common injury mechanism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of basic sport skills and biomechanical function.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge and use of training room supplies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrated ability to conduct appropriate intervention with student-athlete -regarding disposition, return to play/withdrawal, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrated ability to conduct appropriate intervention with student-athlete -regarding implementation and progression of a rehabilitation plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrated ability to properly perform appropriate injury assessment techniques.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrated ability to diagnose conditions based on physical examination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evaluator's Remarks

* Overall rating	Very few athletic training students equal this performance of duties at this level.	Performed duties better than most athletic training students at this level.	Performed duties as well as most athletic training students at this level.	Performance of duties met minimum standards.	Performed duties in an unsatisfactory manner.
Overall rating of the ATS's performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* Advancement
Recommendation

☐

Potential to accept additional responsibility - recommended for continuation in ATS clinical experience rotation within the ATEP.

☐

Evidence of potential to accept additional responsibility is not optimal - recommended for follow up with Clinical Coordinator with specific reasoning listed on evaluation.

☐

Not suitable for present level of work - recommend review of current status in the program with Clinical Coordinator and Program Director.

☐

ATS has completed clinical portion of the ATEP.

* Digital Signature

Your email:

Password:

☐ Show Password



✕ Close Tab



Hello, Shannon
Administrator

- Dashboard

Profile

Portfolio

Hours & PET

Scores

Forms & Documents

Manage Forms

Manage Documents

Document Requests

Update Categories

Update Periods

Communication

Manage Users

Manage Sites

Manage Courses

Course Matrix

General Settings

Help

Evaluation of Preceptor

* Clinical Preceptor
being evaluated

Select a user.

* Skill	Inappropriate/Unacceptable	Poor	Satisfactory	Good	Outstanding
Professionalism of preceptor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to communicate effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectiveness of instruction of ATS.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervision of ATS.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to listen to my concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accessibility to meet with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General knowledge of athletic training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizational skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clinical practical skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to promote individual achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides feedback regularly and immediately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to show personal enthusiasm for Athletic Training and the ATEP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to motivate me to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to treat ATS fairly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to provide me with opportunities to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to allow me to utilize the skill sets I have acquired.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*	Inappropriate/Unacceptable	Poor	Satisfactory	Good	Outstanding
Overall rating of the ACI this semester.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Remarks:

* Digital Signature

Your email:

Password:

☐ Show Password

ATrack™

Hello, Shannon

Administrator

Dashboard

Profile

Portfolio

Hours & PET

Scores

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Document Requests

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Manage Courses

Course Matrix

General Settings

Help

Iowa State University

Shannon Peel

Preview Form

Dashboard

Preview Form

Evaluation of Clinical Site

* Site being evaluated:

Select a location.

* Rating:	Not applicable to this site.	Poor.	Satisfactory.	Good.	Outstanding.
Initial site orientation upon arrival.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adequate selection of treatment modalities and rehabilitation equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expectations of Clinical Experience discussed at initial visit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multiple learning opportunities throughout the assignment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to interact with other medical professionals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to interact with members of the Coaching Staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to interact with Parents/Guardians of athletes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate clinical experience hours attained according to ATEP policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate supervision maintained at all times according to ATEP policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Site is easily accessible and a comfortable learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* Rating:	No applicable to this site.	Poor.	Satisfactory.	Good.	Outstanding.
Overall rating of this clinical site.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Remarks:

Close Tab

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Iowa State University Athletic Training Acknowledgement Statement

REVIEW AND UNDERSTANDING OF THE ATHLETIC TRAINING HANDBOOK

I have read, understand, and agree to follow the policies and procedures set forth by the Iowa State University athletic training program student handbook. As a student, I am responsible for referring to this handbook for specific policies and procedures governing my status as a Master's of Athletic Training student to include program requirements, goals and objectives, satisfactory clinical performance, clinic and professional progress, and completion requirements. This handbook contains policies for academic status, clinical conduct as well as rules and regulations pertaining to the AT program. This includes policies related to technical standards, CPR, blood borne pathogen training, HIPAA, FERPA, infectious and communicable disease policy, and other aspects of the didactic and clinical components of the program.

Every attempt is made to provide a complete handbook that provides an accurate overview of the program policies and curriculum. However, circumstances and events may make it necessary to modify the handbook during enrollment. Any amendments shall supersede those sections of the original handbook. I understand that amendments may be made to the policy and procedures noted within. I hereby agree to comply with all provisions listed in this handbook and any future amendments.

Signature of Student

Date