

Athletic Training Division

Appendix to the HRS Student Handbook

2025-2026

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Athletic Training Division

The Ohio State University 453 W. Tenth Avenue Columbus, OH 43210-2205

614-292-1632

<http://go.osu.edu/athletictraining>

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Contents

[Introduction 4](#_Toc135733990)

[Faculty 4](#_Toc135733991)

[Purpose & Audience 4](#_Toc135733992)

[Guiding Principles 5](#_Toc135733993)

[Mission 5](#_Toc135733994)

[Vision 5](#_Toc135733995)

[Values 5](#_Toc135733996)

[Program Goals 5](#_Toc135733997)

[Academic Program Description 5](#_Toc135733998)

[Length and Structure 5](#_Toc135733999)

[Advising & Scheduling 6](#_Toc135734000)

[Courses 6](#_Toc135734001)

[Retention and Good Standing 7](#_Toc135734002)

[Remediation to Ensure Competence 8](#_Toc135734003)

[Academic Actions and Sanctions 9](#_Toc135734004)

[Clinical Fieldwork Suspensions 12](#_Toc135734005)

[Critical Failures in Fieldwork 13](#_Toc135734006)

[Appeals 13](#_Toc135734007)

[Transfer Credit / Examination Credit / Program Petition 13](#_Toc135734008)

[Graduation Requirements 13](#_Toc135734009)

[Financial Information 14](#_Toc135734010)

[Outside employment 14](#_Toc135734011)

[Program Requirements 14](#_Toc135734012)

[Attendance 14](#_Toc135734013)

[Technical Standards 14](#_Toc135734014)

[Compliance Documentation 15](#_Toc135734015)

[BuckMD, Immunizations and Toxicology Screening 15](#_Toc135734016)

[Background Checks 15](#_Toc135734017)

[BuckeyeLearn Training Modules 15](#_Toc135734018)

[First-Aid & Emergency Cardiac Care 15](#_Toc135734019)

[Health & Safety 16](#_Toc135734020)

[Positive Status for Blood Borne Infections 16](#_Toc135734021)

[Blood Borne Pathogen Exposure 16](#_Toc135734022)

[Health Insurance 17](#_Toc135734023)

[Illness & Injury 17](#_Toc135734024)

[Guidelines for Students Who Become Ill 17](#_Toc135734025)

[Pregnancy 17](#_Toc135734026)

[Clinical Education 18](#_Toc135734027)

[Clinical Experience Placements 18](#_Toc135734028)

[Priority of Clinical Experience 18](#_Toc135734029)

[Clinical Fieldwork Policies 19](#_Toc135734030)

[General Expectations for Students in Fieldwork 19](#_Toc135734031)

[Clinical Experience Course Grading 20](#_Toc135734032)

[Documenting Clinical Experiences 20](#_Toc135734033)

[Inclement Weather 21](#_Toc135734034)

[Supervision During Clinical Fieldwork 21](#_Toc135734035)

[Professionalism 22](#_Toc135734036)

[Ethics and Legal Requirements 22](#_Toc135734037)

[Appearance, Dress Code, and Grooming 23](#_Toc135734038)

[Clinical Fieldwork Expectations 23](#_Toc135734039)

[Behavioral Expectations 24](#_Toc135734040)

[Clinical Communication Expectations 24](#_Toc135734041)

[NCAA Compliance and Academic Assistance to Student-Athlete Patients 25](#_Toc135734042)

[Credentialing 25](#_Toc135734043)

[Certification 25](#_Toc135734044)

[Licensure 26](#_Toc135734045)

[MAT program Policies Annual Agreement 26](#_Toc135734046)

[Information Release 27](#_Toc135734047)

# Introduction

This appendix to the HRS student handbook is an *official communication* of the policies and procedures for faculty, staff, and students involved with the professional Master in Athletic Training Program (MAT) at The Ohio State University. This document provides students and community partners with program expectations. Students admitted into the MAT program are expected to exemplify program pillars of oral and written communication, problem solving, and critical thinking. Additionally, the MAT program is designed to align with the National Athletic Trainer's Association professional values, which promote clinicians who act with Integrity and are Caring, Compassionate, Competent, Respectful, and Accountable.

# Faculty

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| --- | --- | --- |
| **Name and Position**  | **Education** | **Contact Information**  |
| Dr. Laura Boucher PhD, AT, ATCAssociate Professor, Clinical Interim Director, Division of Athletic Training | BS Ohio UniversityMA University of North CarolinaPhD The Ohio State University | Laura.Boucher@osumc.edu |
| Dr. Jimmy Onate PhD, AT, ATC, FNATAInterim, School of Health and Rehabilitation DirectorProfessor | BEd University of FloridaMA University of North CarolinaPhD University of North Carolina | Onate.2@osu.edu |
| Dr. Matthew Brancaleone, PhD, PT, DPT, PhD,Assistant Professor, Clinical | BS Central Michigan UniversityDPT Central Michigan UniversityPhD The Ohio State University | Matthew.Brancaleone@osumc.edu |
| Dr. Jaclyn Caccese PhDAssistant Professor | BSE University of Pennsylvania MS University of Delaware PhD University of Delaware  | Jaclyn.CacceseC@osumc.edu |
| Dr. Samar Long EdD, AT, ATCAssistant Professor, Clinical | BS Barry UniversityMSEd Old Dominion UniversityEdD The Ohio State University | Samar.LongL@osumc.edu |
| Dr. Megan Bane EdD, AT, ATCAssistant Professor, Practice | BS The Ohio State UniversityMS Ohio UniversityEdD The Ohio State University | Megan.BaneB@osumc.edu |

# Adjunct Faculty

|  |  |  |
| --- | --- | --- |
| **Name and Position**  | **Education** | **Contact Information**  |
| James L. W. Houle, PhD ABPPAssociate Professor, Clinical | BA (Ohio State University)MS (Springfield College)PhD (Auburn University) | James.Houle@osumc.edu |

# Purpose & Audience

This handbook is a companion volume that provides program specific information and policies for students in addition to the general policies outlined in the [*School of Health and Rehabilitation Sciences’ Student Handbook,*](https://hrs.osu.edu/academics/academic-resources/student-handbooks)  Grad School handbook <https://gradsch.osu.edu/handbook/all>, and the University’s [*Code of Student Conduct.*](http://studentconduct.osu.edu/)It is intended for Ohio State University graduate students pursuing a Master of Athletic Training degree, along with faculty and staff associated with the MAT program. This document is revised annually, and the most recent edition replaces all previous editions. The MAT program reserves the right to implement revised or newly created policies at any time it determines them to be necessary. All Ohio State University MAT students must sign an annual agreement acknowledging that they will follow these policies and procedures while in the MAT program.

# Guiding Principles

## Mission

Our mission is to provide exceptional entry-level graduate education that develops professional Athletic Trainers who can deliver outstanding patient centered care; develop as independent practitioners engaging in evidence-based decision making; and collaborate with various healthcare professionals to improve patient outcomes.

## Vision

Our vision is to work as a team to prepare a diverse group of healthcare professionals who will advocate for inclusive health care and define the practice of Athletic Training through research, innovation, leadership, and service.

## Values

Our values serve as a compass for our actions and describe how we conduct ourselves.

* **LEADERSHIP** – we work to create, share and realize a vision for the future
* **INNOVATION** – we look to create a better way
* **GRATITUDE** – we are appreciative of our opportunities to positively impact others
* **HUMILITY** – we accept the responsibilities of helping others free from pride or arrogance
* **TRADITION** – we honor our proud heritage and carry-on the legacy of those who went before us

## Program Goals

1. To graduate students who are ready for independent practice.
2. To graduate students who will become leaders in Athletic Training and/or the Medical Community.
3. To graduate students who are engaged in serving the larger community.
4. To graduate students who will be future innovators.

# Academic Program Description

## Length and Structure

Our longitudinal, integrated curriculum introduces modules of related and overlapping content and material following a graduate medical education model for demonstrating competency. Core courses are designed to teach students current knowledge and skills required for practice as an entry-level Athletic Trainer (AT). Courses are placed into themed blocks to integrate concepts both within and between each semester. The modular model allows for all related diagnosis and treatment to be learned in the same semester based on body region or system. Core courses occur simultaneously to most clinical experiences for early and frequent opportunities to integrate course knowledge into practice. These experiences progress in both length and responsibility over time. The curriculum ends with comprehensive care courses which are designed to exposure students to a larger patient load and facilitate clinical decision-making skills through supervised autonomy. The curriculum is structured into 6 semester blocks and requires a 60-credit minimum.

* Block 1 - Foundations of Athletic Training Practice; 3-week clinical experience
* Block 2 - Lower Extremity Diagnosis and Management; 3-week risk management experience & two 7-week diagnosis and acute care experiences
* Block 3 - Upper Extremity Diagnosis and Management; 14-week clinical experience
* Block 4 - Rehabilitation in Athletic Training; 4-week rehabilitative experience
* Block 5 - Advanced Patient Care and Integrated Practice in Athletic Training; 4-week immersive experience & 14-week clinical experience
* Block 6 - Holistic Health Care; 10-week clinical experience

## Advising & Scheduling

Advisors provide guidance to students in planning their program of study; however, students are ultimately responsible for planning and completing all required coursework and fieldwork outlined in this handbook.

Students should make an appointment to meet with their advisor at least once each semester. Prior to registration for each term, students are expected to prepare or update a proposed plan of study as well as a proposed schedule that they review and refine with their advisor. Advising includes much more than course scheduling, and students are encouraged to develop strong mentoring relationships with their advisor.

MAT students are initially advised by the Director of the Program, typically for the first semester. The students will be asked about their interest in their graduate course options during the first semester of the program. Options include enrolling in an approved graduate-level elective, such as a capstone course, a practicum course, other approved electives, and then the graduate advisor will be assigned, typically in the second semester of the program. Their graduate advisor will remain the same until graduation from the program.

## Courses

See the university [course catalog](http://registrar.osu.edu/courses/) for individual course descriptions and pre-requisites. The following courses are required professional content courses and are open only to students admitted to the MAT program or by permission of the instructor. The MAT Program is recognized as a Course-Based Master’s Program by the Graduate School. To fulfill degree requirements, all students must take an approved graduate level elective to expand the depth and/or breadth of a topic related to the student’s professional goals. Examples of electives include: ATHTRNG 7998 (non-thesis research practicum), ATHTRNG 7990 (capstone in athletic training), any HRS Advanced Practice Focus Master’s Program elective, or other graduate level course approved by the graduate advisor. ATHTRNG 6789 is not required unless assigned by course instructor for remediation or used as a supplemental clinical experience.

|  |  |  |
| --- | --- | --- |
| Course # | Title | Credits |
| ATHTRNG 6000 | Emergency Care in Athletic Training Practice | 1 |
| ATHTRNG 6110 | Introduction to Athletic Training Diagnosis | 2 |
| ATHTRNG 6120 | Examination, Diagnosis, and Care of LE Conditions | 5 |
| ATHTRNG 6130 | Examination, Diagnosis, and Care of UE Conditions | 5 |
| ATHTRNG 6140 | Examination, Diagnosis, and Care of Head & Spine Conditions | 2 |
| ATHTRNG 6150 | Examination, Diagnosis, and Care of Primary Care Conditions | 4 |
| ATHTRNG 6189 | Clinical Experience: Coordinating Patient Care | 1 |
| ATHTRNG 6210 | Athletic Training Clinical Skills 1: Foundational Athletic Training Skills | 1 |
| ATHTRNG 6220 | Athletic Training Clinical Skills 2: Advanced Athletic Training Skills | 1 |
| ATHTRNG 6289 | Clinical Experience: Prevention & Risk Management | 1 |
| ATHTRNG 6310 | Rehabilitative Methods 1: Physical Agents & Therapeutic Exercise | 2 |
| ATHTRNG 6320 | Rehabilitative Methods 2: Physical Agents & Therapeutic Exercise | 2 |
| ATHTRNG 6389 | Clinical Experience: Introduction Diagnosis & Acute Care – High School | 2 |
| ATHTRNG 6489 | Clinical Experience: Introduction Diagnosis & Acute Care – Collegiate | 2 |
| ATHTRNG 6510 | Practicum 1 - Clinical Integration: Problems & Goals | 1 |
| ATHTRNG 6520 | Practicum 2 - Clinical Integration: Lower Extremity Care | 1 |
| ATHTRNG 6530 | Practicum 3 - Clinical Integration: Upper Extremity Care | 1 |
| ATHTRNG 6540 | Practicum 4 - Clinical Integration: Primary Care | 1 |
| ATHTRNG 6589 | Clinical Experience: Diagnosis & Management | 4 |
| ATHTRNG 6600 | Administration & Leadership in Athletic Training Practice | 2 |
| ATHTRNG 6689 | Clinical Experience – Rehabilitation | 1 |
| ATHTRNG 6700 | Sport Science Assessment & Monitoring | 2 |
| \*ATHTRNG 6789 | Clinical Experience –Elective | 1-3 |
| ATHTRNG 6800 | Behavioral Health in Athletic Training Practice | 2 |
| ATHTRNG 7089 | Intermediate Clinical Experience - Immersive | 2 |
| ATHTRNG 7189 | Intermediate Clinical Experience – Comprehensive Care 1 | 4 |
| ATHTRNG 7289 | Intermediate Clinical Experience – Comprehensive Care 2 | 3 |
| HTHRHSC 7900 | Evidence Based Practice 1: Critical Analysis Measure/Diagnosis | 1 |
| HTHRHSC 7910 | Evidence Based Practice 2: Critical Analysis Intervention | 1 |
| \*\* Elective Options | **Examples of Elective Course Options:** ATHTRNG 7990 – Capstone Project in AT ATHTRNG 7998 – Research Practicum (non-thesis) HTHRHSC 5100 – Intro to Assistive TechnologyHTHRHSC 7250 – Teaching & Curriculum in Health & Rehabilitation SciencesHTHRHSC 7300 – Management and Leadership in Health SciencesHTHRHSC 7350 – Issues and Policy in Health SciencesHIMS 5610 – Medical Coding for Clinical PracticeMDN 6705 – Advanced Nutrition for Performance (Sports Nutrition) (Fall)Others as approved | 3 |

\*Not a required course for the MAT program

\*\*Students will choose one 3-credit hour elective to fulfill the graduate course elective MAT program requirement

# Retention and Good Standing

The MAT program is committed to our students’ success and the health, safety and well-being of our students, faculty, staff, and patients. The program establishes specific requirements for students to remain in good standing and eligible to complete the different aspects of the program. Students shall be in “good standing” when they are compliant with both HRS and graduate school policies. To be considered as a student in good academic standing, the student must:

* Hold and maintain a cGPA ≥ 3.0 as a graduate student at Ohio State.
* Obtain a minimum grade of a “C” or “S” in all athletic training courses with an ATHTRNG prefix. If a “C-”, "D", "E", or a "U" is received in any required course, the course must be repeated prior to graduation and a minimum grade of "C" or "S" attained.
* Not be on academic probation.
* Never received a warning for failure to make reasonable progress towards the graduate degree by the graduate school.
* Not currently on a Level II Performance Improvement Plan.
* Have no findings of academic misconduct from the university’s Committee on Academic Misconduct.

##

## Remediation to Ensure Competence

The AT program has an obligation to protect the public and the integrity of the profession by ensuring the professional competence of its graduates. Two types of remediation are possible: (1) course/clinical remediation and (2) practical exam remediation.

1. Course Remediation will take place if a student earns a C- or below in any athletic training course or a U in a clinical course. A C-/U is considered failing, and the student will be required to remediate the entire course. Remediation of a failed didactic or clinical course is allowed only *ONE* time during enrollment in the program. This likely will result in a pause in the program until the course can be re-taken with a successful grade. Athletic training courses are offered one semester per year; therefore, completion of the curriculum is likely to be delayed for one year. This may necessitate the need for a leave of absence from the program.

If a course/clinical is being remediated, a learning contract will be written and signed by the student and the course instructor and/or preceptor and must be approved by the program director. The student will also be placed on a Level I Performance Improvement Plan. Failure to pass the remediation as defined by the learning contract and with the minimum grade requirement of a C or S, shall result in failure of the course/clinical for a second time. Courses/clinicals may not be re-taken more than once. A second failure of the same or different course will result in the student being dismissed from the program. If still in good standing with the Graduate School, the student may investigate transferring into another program.

The final grade entered if remediation is successful will be a C, nothing higher than a C. If the remediation is not satisfactory, the grade originally earned at the end of the course will be entered.

Students who are not in good standing may become ineligible for portions of the program, or in some cases may be disenrolled from the MAT program or dismissed from the university.

1. Practical exam remediation will take place with students who fail to demonstrate competence, a score of 80% or greater on practical exams. The student will be required to remediate that specific practical exam no more than two times. Multiple deficient grades or missing assignments in a course will result in a failing or unsatisfactory grade in the related course(s) and prevent the student from progressing forward or graduating from the MAT program.

MAT students are limited to receiving a single deficient course grade, below a ‘C’ or ‘U’, across the entirety of their program. Students who receive deficient grades in more than one course in the same term; or who fail to earn the required grade when repeating a deficient course; or who subsequently earn a deficient grade in an additional course may be disenrolled from the MAT program. Students are expected to earn the threshold grade in courses within the normal duration and timeframe of each course.

While grades of “I” (incomplete) are appropriately used in the case of extenuating circumstances (e.g., student illness/hospitalization, etc.), in rare cases, MAT course instructors may also use an “incomplete” grade as a competence related time-extension for courses. This extension is only appropriate if the instructor believes that minimum competence can be demonstrated with a small extension of time or experience, the noted deficiency and remediation plan are specifically delineated, and there is concurrence from the program director. [Faculty rule 3335-8-21](https://trustees.osu.edu/rules/university-rules/chapter-3335-8-instruction.html) requires that incomplete grades be resolved by the sixth Saturday of the following term. If an “incomplete” grade is used as an extension of time to demonstrate competence, the student’s progression in the MAT program is halted until the incomplete grade has been resolved. MAT students may only use an “incomplete” grade as a competence related time extension once during their program.

##

## Academic Actions and Sanctions

**Athletic Training Academic Support Processes**

The goal of the program is to help students succeed. In a professional program, academic performance includes not only the grades a student achieves in didactic coursework, but also the professional behaviors demonstrated throughout the program. Regardless of whether a student’s performance rises to a level of concern based on academic performance or concerns with professional behaviors, the same general process for remediation will be employed.

1. ***Written Warning***

If serious concerns arise, and the normal advising process has not resulted in satisfactory improvement in the area of concern, then the student may receive a written warning.  At this time, the student will be advised that if the concerns are not resolved satisfactorily according to specific terms set forth in the meeting, then the next step will be a Level I Performance Improvement Plan, as described below. Typically, this warning will be given by the program director, but any faculty member is authorized to give a formal written warning. The written warning shall be documented by the MAT program so that a record of the warning is kept.

1. ***Level I Performance Improvement Plan***

A Level I Performance Improvement Plan is a written document in which the MAT program provides in writing identified areas of deficit in the student’s performance. The program also specifies the required outcome for improved performance and a deadline by which that outcome much be achieved. For each identified area of deficit, the student, in consultation with the program, must develop a plan to improve their performance to reach the required outcome. The program also identifies consequences for failure to reach each outcome, which could include a continuation of the Level I Performance Improvement Plan or escalation to a Level II Performance Improvement Plan. The student, one or more representatives from the program, and the school’s director of academic affairs will sign the performance improvement plan once it is completed to the satisfaction of the program. A copy will be kept by the program and by the school until two semesters after the student separates from the university. Level I Performance Improvement Plan notices are not submitted to the graduate school and do not result in a loss of status of “good standing” in the program.

1. ***Level II Performance Improvement Plan***

A Level II Performance Improvement Plan is structured almost exactly like a Level I Performance Improvement Plan. The plan may be given in cases where a student fails to meet the outcomes of a Level I Performance Improvement Plan or for more severe deficits in a student’s performance such as a failure to make reasonable progress. The MAT program provides in writing identified areas of deficit in the student’s performance. The program also specifies the required outcome for improved performance and a deadline by which that outcome much be achieved. For each identified area of deficit, the student, in consultation with the program, must develop a plan to improve their performance in order to reach the required outcome. The program also identifies consequences for failure to reach each outcome, which could include a continuation of the Level II Performance Improvement Plan or a recommendation for disenrollment from the MAT program. The student, one or more representatives from the program, and the school’s director of academic affairs will sign the performance improvement plan once it is completed to the satisfaction of the program.  A copy will be kept by the program and by the school until two semesters after the student separates from the university.

When a Level II Performance Improvement Plan is required, a request for Warning for Failure to Make Reasonable Progress will also be submitted to the school’s Graduate Studies Committee, including a cover letter explaining why that action is warranted, and the required outcomes to be met, matching the outcomes required in the Level II Performance Improvement Plan.  If the Graduate School concurs and issues such a warning, then the student is no longer in good standing academically until such time as the required outcomes have been satisfied.

**Athletic Training Program Consequences When a Student is Not in Good Academic Standing**

1. ***Academic Probation (Graduate School)***

If the cGPA is below 3.0 after nine or more graduate credit hours have been attempted, then the student is placed on academic probation by the graduate school. Probation is removed when the cumulative GPA is at or above 3.0. This will typically result in issuance of a Level I or Level II Performance Improvement Plan, depending on the severity and duration of the academic performance deficit.

1. ***Failure to Make Reasonable Progress***

This is defined here: <https://gradsch.osu.edu/handbook/5-4-academic-and-professional-standards-reasonable-progress>. A warning for failure to make reasonable progress can result from poor academic performance or academic probation as defined above, from failure to meet professional behavior standards, or from failing any required course in the MAT program. When such a warning is indicated, the MAT program will recommend to the school’s graduate studies committee that this warning be issued for a particular student. If the school’s committee concurs, the recommendation will be forwarded to the graduate school. If the graduate school concurs, it will issue a warning to the student including required criteria that must be satisfied to be removed from the warning. The student will have one semester to meet specific criteria to be removed from this status. A student who does not meet the criteria may be denied further registration until the criteria are met. In some cases, the student who is failing to make reasonable progress may be required to take a long-term leave of absence and return to the program at a subsequent point in time, as described for the long-term leave of absence policy (section 2.17.1.2) above. Failure to Make Reasonable Progress will be accompanied by a Level II Performance Improvement Plan.

1. **Disenrollment from the Master of Athletic Training Program**

When conditions reach a point where the MAT program faculty conclude that the student cannot successfully complete the MAT program requirements, the program shall recommend to the school’s graduate studies committee that the student should be disenrolled from the MAT program. This is not the same as disenrollment from the university. The student in this situation might be eligible to remain a student at OSU and transfer to a different graduate program, even if completing the MAT is no longer possible.

When the MAT program recommends disenrollment of a MAT student, the school’s graduate studies committee shall consider the request, and if they concur, make the recommendation to the graduate school, which provides the final decision.

The student shall be notified in writing of the MAT program’s recommendation to disenroll, and the student will be informed along the way of their rights to be heard, to appeal, and receive due process in the decisions as they move forward through the various stages of consideration at the university.

A recommendation for disenrollment can result from any one or combination of the following scenarios.

* 1. The student has failed a required course and does not pass that course on the second attempt.
	2. A student who has already failed one required course but successfully passed on repeat and then fails any subsequent required course in a manner not eligible for remediation.
	3. The student has been placed on probation and has failed to satisfy the conditions for removal of probation within the required timeframe.
	4. The student has been warned for a failure to make reasonable progress and fails to meet requirements for progress provided in the warning.
	5. The student fails to meet outcomes required in a Level II Performance Improvement Plan.
	6. The student is found to have violated the student code of conduct in a manner warranting disenrollment from the program.
	7. The student is found by the Committee on Academic Misconduct to have committed academic misconduct warranting disenrollment from the university.

If a student qualifies for disenrollment based on one or more of the reasons above, the core faculty of the athletic training division will vote to determine whether the case meets the criteria for disenrollment. Two questions will be considered: (1) does the case meet the definition of the pre-existing policy warranting disenrollment and (2) has the student been afforded due process through the applicable policies and procedures. If both votes pass, the student will be recommended for disenrollment. This recommendation will be sent to the HRS Graduate Studies Committee. A student recommended for disenrollment from the athletic training program will not be permitted to enroll in any course, including clinical education, unless and until the matter has been resolved with the disenrollment decision being reversed through an appeal process. Appeal processes are defined in the school handbook. See HRS Policy #20 Academic Standards: Student Complaint/Student Appeal.

1. **Option to Transfer**

When a student faces a situation where successful completion of the MAT becomes questionable, or if the student comes to a decision that they do not want to continue in the program for any reason, such as a change of career interest, the student may wish to consider a voluntary transfer to another graduate program at Ohio State. The new graduate program will consider the student’s academic performance in the MAT program along with any disciplinary actions that may have occurred. This process is explained further in section 4.3.2 of this handbook. If the student is on academic probation or is on a warning for failure to make reasonable progress, this may negatively affect their eligibility to transfer to a new program.

1. **Academic and Disciplinary Dismissal from University**

This is defined in the Graduate School handbook at the following location: <https://gradsch.osu.edu/handbook/5-5-academic-and-professional-standards-academic-and-disciplinary-dismissal-university>. Academic dismissal can result when the cGPA is below 3.0 and is not raised above 3.0 by the end of the probation period. The MAT program is permitted to petition to allow a student to continue if the cGPA is below 3.0 after the probationary period. However, if no improvement is evident, it may be difficult to get permission for the student to continue. If it becomes impossible for the student to raise the GPA to 3.0 or above in time for graduation, then dismissal will be recommended.

A second failure of any required course in the program will require a recommendation of disenrollment from the MAT program.

A recommendation of dismissal can also result from failure to meet the terms of a Level II Program Improvement Plan or failure to meet the terms set forth in a warning of failure to make reasonable progress.

Disciplinary dismissal can also result from violations of required student behavior, including but not limited to the university’s code of student conduct, the research and misconduct policy, Appendix C of the graduate school handbook, and the rules set forth in this student handbook, the school’s student handbook, or the handbook for the College of Medicine.

### Clinical Fieldwork Suspensions

Clinical fieldwork preceptors may, at their discretion, immediately suspend a student from clinical fieldwork for the remainder of the day for safety/conduct/policy violations. Agreement with the Director of Clinical Education, suspension may be extended for up to (3) days for minor violations. Suspensions of greater than (3) days are reserved for more severe or recurring violations and are accompanied by a Program Warning, Level I Performance Improvement Plan, etc. Clinical fieldwork sites can refuse or cancel a student’s placement at any time per the program’s affiliation agreement with its sites. Clinical suspension may require students to enroll in the elective clinical course for remediation.

### Critical Failures in Fieldwork

Certain critical failures during MAT student fieldwork experiences may automatically cause the student to receive a failing grade for the fieldwork course, regardless of their performance in the other components of the fieldwork experience. Critical failures of this type are typically related to patient safety or legal/ethical conduct and are explained in the syllabi for clinical fieldwork courses. **Repeated instances** of professional behavior+ violations following implementation of a personal improvement plan may also result in **0 (Critical deficiency)** score on professional qualities on the performance evaluation which would result in a critical failure. Critical failures will not result in a clinical placement reassignment but instead would require a meeting with the director of clinical education and program director to determine options for clinical education progression.

### Appeals

As with all decisions affecting student progress in the program, the student may appeal a decision to the school’s graduate studies committee, as defined by the HRS Student Handbook Policy #20.

### Transfer Credit / Examination Credit / Program Petition

Students may petition the AT Division Director for substitution of courses and other requirements as outlined in the HRS student handbook.

## Graduation Requirements

Fulfillment of graduation requirements is tracked using the Degree Audit Reporting System (DARS) through the Student Center on the [Buckeyelink website.](http://buckeyelink.osu.edu/) Students should review their Degree Audit with their advisor regularly to ensure progress toward graduation. Ultimate responsibility for meeting graduation requirements rests with the student. Please refer to the grade school calendar <https://gradsch.osu.edu/calendar/graduation> for important dates.

* To earn the Master of Athletic Training, students must:
	+ Complete all University degree requirements (See School of Health and Rehabilitation Sciences Handbook)
	+ Maintain a minimum cGPA of 3.0 or for all coursework completed at Ohio State University
	+ Complete all MAT course requirements with a C or better (see the course list above)
	+ Demonstrate knowledge of each content area of the Commission on Accreditation of Athletic Training Education (CAATE) standards as documented by skill sheets at the end of each supervised clinical education rotation and academic course
	+ Complete at least three semesters of full-time enrollment at The Ohio State University
	+ Be enrolled in at least 3 credit hours at the time of graduation

##

## Financial Information

The MAT program maintains a [list of program costs](https://hrs.osu.edu/academics/graduate-programs/master-of-athletic-training/costs-and-scholarships) on its website. This list is updated annually.

### Outside employment

The program requires students to complete clinical fieldwork that can occur at any time of day and frequently changes times with little prior notice. Because of the dynamic nature of the fieldwork schedule, it will likely interfere with the student’s ability to hold outside employment that follows a rigid schedule. Missing scheduled clinical fieldwork beyond or without creating an agreed upon schedule with the preceptor may result in various levels of Program and/or Graduate School Probation (please see Academic Actions and Sanctions Section of the MAT Handbook).

# Program Requirements

## Attendance

Students are expected to attend all special and regularly scheduled lectures, laboratories, and clinical sessions. Most of the MAT program courses are in-person and require students to be on-campus, in attendance, and fully participating in their courses on the start date for each semester. Missing any portion of the course will compromise the student’s learning and success in the course, and it is up to the discretion of the instructor if remediation related to attendance will occur. Accommodation can be made in instances of illness or a similar reason that makes it inadvisable or impossible to be present. Students are expected to inform the course instructor and the clinical preceptor of any illness or emergency which will prevent attendance at regularly scheduled academic or clinical rotations.

During class, as students in a professional program, you are expected to be alert, prepared, and participating. A repeated pattern of distraction, not following instructions, or disengagement (including sleeping, lack of preparation, repeated tardiness) will be noted as unsatisfactory attendance. The same in class expectations mentioned above extend to clinical fieldwork experiences; instances of unsatisfactory professional attendance during clinicals (defined any professional qualities scored at a 0) limits the ability of preceptors to provide high level care to patients who require timely and efficient treatment. Specific course attendance policies are up to the discretion of the instructor and will be outlined in each course syllabus. Any attendance issues that result in removal from a clinical site may prevent the student from completing required program elements or graduating from the program.

## Technical Standards

Technical Standards are nonacademic criteria for admission and continued program participation (TSDs). TSDs may include such things as abilities in context (ability to discriminate breath sounds), behaviors in the present (compliance with an established code of conduct), or safety (a direct threat to health and safety).

[See document](https://hrs.osu.edu/-/media/files/hrs/academics/graduate-programs/master-of-athletic-training/technical-standards-for-hrs_at.pdf?rev=2b4692ef42784b569df027f18b8870a2&hash=E40DA359DADF96F0C492AEA775592A4A)

## Compliance Documentation

The MAT program uses a secure online software package called EXXAT to track a variety of student information including compliance with immunizations, background checks, clinical fieldwork hours, patient encounter tracking, and clinical fieldwork evaluations.

### BuckMD, Immunizations and Toxicology Screening

To track compliance with the immunization requirements, MAT students must register for a free [BuckMD](https://shs.osu.edu/my-buckmd1) account through the Wilce Student Health Center and submit all immunization documentation to the Wilce Student Health Center. Compliance will be determined by the Student Health Preventative Medicine Department and will be reported through the student’s BuckMD Immunization History Report.

All MAT students must comply with the immunization and disease testing requirements outlined in the HRS Student Handbook Policy 16. Vaccinations, titers, toxicology (drug) screening, and tuberculosis tests are available from the Wilce Student Health Center at minimal costs and are typically posted to your BuckMD account within 3-5 days. A 12-panel toxicology screen is performed at admission and annually in alignment with HRS handbook policy 17. Substance abuse includes prohibited drugs and the use of alcohol, legal drugs for recreational use (in this state and others), or other substances which impair the user’s performance as a professional student. HRS handbook policy 17 contains a full list of drug screen substances and the procedure for annual and “just cause” drug testing. Screenings may be more frequent as required for some clinical fieldwork placements. **Students are responsible for associated costs.**

### Background Checks

Students will complete and must pass screenings including criminal background checks and drug testing as described in the HRS Student Handbook policies 14. For Athletic Training, background checks are performed at least annually. Once you are on campus and you have passed your background check, you will also get an email address through the Wexner Medical Center. Notification of background check scheduling window will be sent via email. **Students are responsible for associated costs if additional background checks are required above** the College of Medicine annual check**.**

#### Medical Center Identification Badge

Students must go, in person, to the Medical Center Security office for a background check and to have a photo taken for their OSU Wexner Medical Center/Buck ID Badge. Once their background check is cleared, the badge is issued. This identification badge is always required in OSUWMC patient care facilities and should be worn in all clinical fieldwork.

### BuckeyeLearn Training Modules

MAT students complete online training modules provided through the OSU online training system (Buckeyelearn). Students must complete Blood borne pathogen training, HIPAA compliance, and medical center trainings as assigned by the program.

### First-Aid & Emergency Cardiac Care

First-Aid and Emergency Cardiac Care (also known as Basic Life Support or BLS) certification must be always valid while students are engaged in clinical fieldwork and lapsed certification is grounds for immediate removal from clinical fieldwork. BLS certification must meet Board of Certification requirements for Athletic Trainers and include training in AED use. This generally requires BLS certification at the “Health Care Provider” level or above. Note: “Adult” or “Community” CPR courses typically do not meet the requirement. Also, while online First-Aid courses are acceptable, online BLS certifications without “in-person” skills checks are not acceptable, regardless of the certifying agency. **Students are responsible for associated costs** and are advised to clarify the acceptability of any courses through the Division Director before you pay for the course. Documentation of certification must be submitted on EXXAT.

#### National Provider Identifier (NPI number)

Athletic Training students are required to obtain a National Provider Identifier (aka NPI number) from the National Plan and Provider Enumeration System (<https://nppes.cms.hhs.gov/NPPES#/>) **at initial program orientation**. An NPI number is required for insurance and billing/reimbursement for services linked to the national Centers for Medicare and Medicaid (CMS) and in some cases to be able to access HIPAA protected information. Upon obtaining their license to practice, graduates need to update their NPI registration status from student to professional.

# Health & Safety

### Positive Status for Blood Borne Infections

Students frequently provide care to patients with open wounds. Therefore, students who are infected with a bloodborne illness may present risk to their patients. Students who are positive for Human Immunodeficiency Virus (HIV) and/or who have chronic Hepatitis B Virus (HBV) and/or Hepatitis C Virus (HCV) are required to declare their status to the AT Program’s Clinical Coordinator and have regular follow-up with their health care provider. Students may have limitations placed on the clinical fieldwork sites to which they may rotate depending on the decision of the receiving health system. Students will be expected to pay detailed attention to universal precautions. In the case of Hepatitis, students will also be counseled about the risk of exposure to hepatotoxic materials. Students will also be counseled on the potential implications of their status for career selection.

### Blood Borne Pathogen Exposure

MAT students have a high probability of contact with blood and bodily fluids during their education and the program has specific expectations about how potential blood borne pathogen exposure should be managed. Blood borne pathogen exposure is specific eye, mouth, other mucous membrane, non-intact skin or parenteral contact with blood or other potentially infectious material. Students exposed in this manner to a blood borne pathogen during the educational activities or assigned clinical fieldwork should immediately perform appropriate wound care including washing / flushing the area thoroughly, follow the post-exposure plan for the facility, and notify the MAT program of the incident.

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

* Seek immediate medical care at the OSU Wilce Student Health Center or a nearby Emergency Department
* Document the route and circumstances of the exposure
* Document the source (person) of the potentially infectious material (if known)
* Notify the source’s physician to request that the source submit to blood tests for infection. OSU Student Health can assist with this process.
* Make an appointment to be seen at the Preventative Medicine clinic at the OSU Wilce Student Health Center (call 614-292-4321 for appointments).
* Notify the Program Director at (614) 203-3178 or by email at laura.boucher@osumc.edu
* Students and/or their health insurance provider are responsible for costs associated with any treatment provided to them. The Associate Dean for Student Life in 155 Meiling Hall may help with any “uncovered” expenses that result after insurance payment. Students are encouraged to meet with Associate Dean and bring remaining bills.

### Health Insurance

Per HRS Student Handbook policy 15, all MAT students are required to subscribe to the OSU Comprehensive Student Health Insurance policy unless they provide documentation that they are already covered on another health insurance policy.

## Illness & Injury

All MAT students must comply with the Student Change of Medical Status policy outlined in HRS Student Handbook Policy 18. This policy requires prompt notification to the Athletic Training Clinical Coordinator of illnesses and that students follow the clinical facility’s policy for communicable diseases. Students who become injured during educational activities (classroom or clinical fieldwork) should seek medical attention when necessary and follow the procedures outlined in policy 18. Additionally, all MAT students must follow the policy in regard to treating ill patients; students may not refuse to assist in the treatment of a patient solely because the patient is infected with HIV, HBV, HCV or other infectious diseases.

### Guidelines for Students Who Become Ill

Students who are ill with an infectious disease might place their colleagues and patients at risk and **should not attend class or clinical fieldwork** until cleared to do so by a physician or other appropriate provider. Students who have a fever, contract a serious or communicable disease during the program must immediately seek appropriate medical care and may not return to classes or clinical fieldwork until at least 24 hours after the fever has resolved without medication and they have been cleared to return. Clinical Fieldwork sites may have additional specific guidelines regarding communicable diseases that should be followed. Students are responsible for notifying the Division’s Clinical Coordinator, their instructors, and preceptors of illnesses. Medical care is available to students through the Wilce Student Health Center on campus or through a provider of the student’s choosing. Note, the Wilce Student Health Center no longer provides students with medical excuse notes for students to miss class due to illness. See Appendix D of the HRS Student Handbook for specific COVID policies. HRS handbook is also available at <https://hrs.osu.edu/academics/academic-resources/student-handbooks>.

### Pregnancy

Enrollment of pregnant students requires careful planning of coursework and clinical fieldwork in order to protect the health of the mother and fetus and the integrity of the mother’s educational experience. It is important, therefore, that any student who becomes pregnant follows HRS Student Handbook Policy 18 (Student Change in Health Status) and informs the Program Director and Clinical Coordinator at the time the pregnancy is medically confirmed. While pregnancy does not preclude most educational or clinical activities, some activities or fieldwork may present risks or physical demands that are incompatible with pregnancy, and these may not be possible during some stages of pregnancy. If the student takes a pregnancy-related leave of absence from the program, the leave of absence is governed by the school’s leave of absence policy (HRS Student Handbook Policy 19).

# Clinical Education

As students build clinical knowledge by progressing through fieldwork experiences, they will be challenged to (1) increase their discipline specific knowledge, (2) integrate their classroom knowledge into the clinical setting, (3) become increasingly more proficient with clinical skills, (4) develop and implement evidence based medicine, (5) develop and refine cultural competence and patient centered care skills, (6) accept increasing levels of responsibility, and (7) conduct themselves with high levels of professionalism.

## Clinical Experience Placements

All fieldwork placements that allow students to gain clinical experience are arranged by the director of clinical education or placement faculty who communicates both early and regularly with these preceptors when arranging specific student placements. This process is extensive and complex and attempts to place each student in a situation where they can best develop as professionals. While the Clinical Coordinator may elect to take a student’s preferences under advisement, placement is not made based on student preference. The MAT program reserves the right to not reassign students for competence or professionalism deficiencies. Students who choose to withdraw from a placement or are removed due to the preceptor's right of refusal will not be reassigned to another placement during the current term. Students who need to be removed from a placement due to concerns regarding the appropriateness of the clinical site (if the environment and patient load is conducive to learning) will be reassigned to another placement during the current semester. Students in a pre-existing personal relationship with a potential patient, staff, or preceptor shall disclose the relationship to the director of clinical education when clinical preferences or at the start of the program. Students will not be placed at a clinical site that poses a conflict of interest due to previously established or current personal relationships. If a known conflict of interest exists, the student should disclose the location to allow for that clinical site to be avoided. Additionally, violating any other professionalism standards (see attendance section) at a clinical site will cause a student to be suspended until a remediation plan is created and accepted by the clinical site. If the site does not agree to continue the placement after suspension, then a critical failure is probable as the student would not be able to demonstrate proficiency of course objectives. While it is the program’s responsibility to provide all students will clinical opportunities, due to the number of students and fieldwork sites that are potentially impacted, the AT program will not accommodate reassignments caused by student violating professional standards or due to a site refusal until the next available clinical window. The program will accommodate students with a placement reassignment who disclose a site conflict prior to placement or have a change in technical standards status. Clinical placements are often arranged several months in advance, and fieldwork opportunities for an entire cohort will not be delayed or reassigned once placements are assigned. Any personal conflicts of interest may prevent the student from completing required program elements or graduating from the program.

### Priority of Clinical Experience

The MAT program places equal emphasis on both the classroom coursework and clinical fieldwork aspects of students’ education. Assigned clinical fieldwork is a critical educational requirement of the MAT program. Clinical fieldwork is where students learn to apply and refine the knowledge and skills they learn in their coursework. More importantly, clinical fieldwork is where they integrate all phases of Athletic Training knowledge, skills, and values to become competent practitioners. Undervaluing clinical fieldwork leads to incompetent and unreliable clinical practice and is antithetical to the mission and legacy of this MAT program.

To this end, **clinical fieldwork assignments take precedent over all elective courses, out of sequence courses, employment, resident life, social, club, Greek, vacation, and other obligations the student may have.** Instead, these should be scheduled around students’ clinical fieldwork obligations, just as they will when students become practicing professionals. If a conflict cannot be avoided, time off should be sent to a preceptor through EXXAT for clinical courses and to course instructors via email for any non-clinical courses; both should be notified and aware of any request as students are not expected to attend one without the other. Preceptors and course instructors have the discretion to determine if the absence is excused or unexcused based on course attendance policy (see syllabus), site expectations, and the amount of notice provided by the student. If the absence is not excused, it will be reflected in the corresponding course grade. Students are excused from fieldwork to attend courses or related required activities (i.e. simulations, interprofessional education events, and program-wide in-service or meetings) by the MAT program.

## Clinical Fieldwork Policies

Required clinical fieldwork experience will be both on and off campus within a 25-mile radius of the Columbus campus. The Athletic Training Division does not arrange for student transportation to clinical sites. **Students are responsible for arranging transportation to and from these clinical rotations and for all costs involved**. Students have the option of choosing immersive clinical sites outside of the Columbus metro area, which would incur additional expenses for transportation and housing. Immersive clinical expenses could occur during Block 5 or 6. Due to the nature of clinical fieldwork, students must be present to have opportunities to demonstrate clinical proficiency. In general, students are not excused from class to complete clinical experiences or program required meetings; every effort should be made to minimize clinical fieldwork conflicts with course or program requirements. Students with the opportunity to travel with their assigned clinical rotation must take any examinations or submit assignments prior to travel.

### General Expectations for Students in Fieldwork

* Each fieldwork course (ATHTRNG xx89) has specific requirements outlined in its syllabus. Students should familiarize themselves with these requirements at the beginning of the fieldwork placement.
* Students should participate in decision making roles about the care of patients to the extent possible given the patient care situation and the student’s level of knowledge, skill, and ability. As the student’s role increases, preceptors will use professional judgment as to when it is appropriate to apply supervised autonomy to challenge increasing levels of skill and confidence in clinical practice.
* Students are expected to conduct evidence-based searches for papers that correlate with injuries and illnesses assessed during clinical experiences. Students are expected to summarize the current evidence supporting clinical decisions.
* Students with a conflict or concern relative to their fieldwork should follow this reporting chain
	+ Student
	+ Preceptor
	+ Preceptor Supervisor/Director/Administrator *AND* Clinical Coordinator
	+ Division Director

### **Clinical Experience Course Grading**

Students receive academic credit for their fieldwork through courses numbered ATHTRNG xx89. Students must be enrolled in a fieldwork course to engage in fieldwork activities and to have their clinical activities protected with coverage by the MAT program’s liability insurance. The University’s standard grading scheme of Satisfactory / Unsatisfactory is used for all clinical fieldwork courses. Demonstrated progress or competence in assigned clinical skills assessed through performance evaluation and professionalism tasks are evaluated in this course. To gain a Satisfactory grade, all the following criteria must be met: You must earn a minimum item score for specific tasks on the performance evaluation or complete a remediation. For skill assessments, you are expected to demonstrate course specific expectations for designated skills with no patient safety issues. Professionalism tasks are required items that should be submitted by date provided in the course calendar and meet assignment expectations described on Carmen canvas. Any professionalism violations related to attendance, patient safety, or ability to demonstrate required skills during a clinical experience may prevent the student from completing program elements required for graduation. See the clinical experience placement section for details on how clinical assignments are made.

### Documenting Clinical Experiences

The HRS has adopted a standard policy for weekly contact hour to semester credit hour policy for clinical fieldwork (see chart below). In addition to clinical hours, students should log patient encounters. Students are expected to attend clinical fieldwork when there are opportunities to engage with patients and build clinical skills. Additionally, students will complete clinical skill assessments and clinical simulations that should be factored into clinical experience hours. Skill assessments allow preceptors to document specific skill performance they observe frequently during fieldwork. The totals listed below are the **minimum** required to meet the course expectations and may be exceeded (the totals below do not factor in instances of travel or conference play that extends beyond the typical competitive season).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Number** | **Course Name** | **CR/Duration** | **Clinical HR** | **Total (hrs)** |
| ATH TRNG 6189 | Clinical Experience: Coordinating Patient Care | 3w x 1 cr | 15 hrs/wk | 45 |
| ATH TRNG 6289 | Clinical Experience: Prevention & Risk Management | 3w x 1 cr |  23 hrs/wk  | 69 |
| ATH TRNG 6389 | Clinical Experience: Introduction Diagnosis & Acute Care – High School | 7w x 2 cr |  20 hrs/wk  | 140 |
| ATH TRNG 6489 | Clinical Experience: Introduction Diagnosis & Acute Care – Collegiate | 7w x 2 cr |  20 hrs/wk  | 140 |
| ATH TRNG 6589 | Clinical Experience: Diagnosis & Management | 14w x 4 cr  | 20 hrs/wk | 280 |
| ATH TRNG 6689 | Clinical Experience – Rehabilitation | 4w x 1 cr | 18 hrs/wk | 72 |
| ATH TRNG 6789 | Clinical Experience: Optional Elective *(extends clinical as needed)* | 4w x 1-3 cr | 17-52 hrs/wk | 68-208 |
| ATH TRNG 7089 | Intermediate Clinical Experience: Immersive  | 4w x 2 cr | 35 hrs/wk | 140 |
| ATH TRNG 7189 | Intermediate Clinical Experience – Comprehensive Care 1 | 14w x 4 cr  | 20 hrs/wk | 280 |
| ATH TRNG 7289 | Intermediate Clinical Experience – Comprehensive Care 2 | 10w x 3 cr  | 21 hrs/wk | 210 |

The minimum total clinical hours required for the MAT program will be 1304 hours.

Student contact hours are self-reported in the clinical fieldwork tracking system. Hours should be logged weekly and aligned with the course expectations. Students are required to have at least one day off each calendar week to complete other coursework expectations. Students must log clinical hours, off days, special event/volunteer (supplemental time above the course expectation- tournaments or other university hosted events), and travel days in the tracking system. Skill assessments and all times when students engage in patient care related skills (tasks to prevent injury, monitor activity, evaluate performance, provide patient care, plan/document patient care) should be logged as clinical hours. Individual preceptors are given the flexibility to determine which day best fits the student’s situation.

### Inclement Weather

The Ohio State University may cancel classes at the Columbus Campus due to the weather. The university’s operational status is posted at [http://emergency.osu.edu](http://emergency.osu.edu/). During inclement weather, students should contact their preceptors to determine if the site is open or closed and to communicate about fieldwork attendance.

Students are expected to attend their clinical fieldwork unless one or both of the following has occurred:

* The fieldwork site has closed or cancelled activities.
* The student feels his/her safety is at risk if he/she were to attempt to travel to the fieldwork site (e.g., severe cold for students walking, dangerous road conditions for students driving, etc.).

## Supervision During Clinical Fieldwork

For all clinical fieldwork, students must be registered for a clinical fieldwork course, and the experience is supervised by preceptors who typically are BOC Certified, state licensed athletic trainers. In specifically planned and limited experiences, students may be supervised by a licensed physician or other licensed and/or credentialed healthcare provider appropriate to the setting. Students should never practice athletic training outside of their assigned and supervised clinical fieldwork, and it is a violation of the state practice act.

* Students may only engage in athletic training practice and skills while their supervisor is physically present and can intervene on behalf of the patient in the event of a student error. Supervision cannot be performed over the phone, radio, videoconference, FaceTime, Zoom, etc.
* If a supervisor must temporarily leave the presence of the student, the student may only perform first-aid and BLS
* Initiating new treatment, modifying, or making return to activity decisions without notifying the supervising athletic trainer is prohibited.

It is important for students and preceptors to understand that supervision means that students cannot be autonomous during patient care. As stated in [Rule 4755:3-2-07](https://codes.ohio.gov/ohio-administrative-code/rule-4755%3A3-2-07) of the Ohio Administrative Code: “Supervision occurs along a developmental continuum that allows a student to move from interdependence to independence based on the student's knowledge and skills as well as the context of care.” Autonomy involves self-directed collection and interpretation of information, and use of such information to formulate, implement, and modify a plan of action. The plan of action should be vetted through the preceptor prior to implementation to ensure its appropriateness and patient safety. Students who are not pushed to become autonomous do not become competent to practice independently upon graduation. Student autonomy is a critical part of developing competence and is emphatically encouraged by the program.

# Professionalism

The public rightly expects that those in the medical professions will adhere to a set of values that reflect their commitment to excellence, responsibility, respect for all, integrity, prudence, and trustworthiness. The program considers its students to always be active members of their profession. Professional behavior is expected not just in the classroom but in fieldwork, community outreach, and other environments where students are involved, as well as in their personal lives. Students are expected to meet the HRS academic standards for conduct in academic environments (Policy 5), in professional environments (Policy 11), and the student professional honor code. Commitment to integrity in espousing the values of the profession means that members of the profession (including students) behave in ways that will reflect positively on the profession even when they are not in class, on the grounds of the university, in fieldwork settings or at professional conferences. Students who behave in a manner counter to the values of the profession, regardless of the setting in which these behaviors occur, may be subject to [academic sanctions](#_Academic_Actions_and) up to and including program disenrollment.

## Ethics and Legal Requirements

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

* Students will adhere to the HRS Student Code of Ethics (HRS Student Handbook policy 1) and follow all policies in the HRS Student Handbook*.*
* Students will adhere to the [Board of Certification Standards of Professional Practice](https://bocatc.org/wp-content/uploads/2024/01/SOPP-2024.pdf#page=1) regarding national standards for the profession and scope of practice as defined by the Ohio Athletic Trainer Laws and Rules in section 4755.60 of the [Ohio Revised Code](https://codes.ohio.gov/ohio-revised-code/section-4755.60).
* Students will adhere to the [National Athletic Trainers Association Code of Ethics](https://www.nata.org/sites/default/files/nata_code_of_ethics_2022.pdf).
* Students will adhere to the [Ohio Athletic Training Code of Ethical Conduct](https://codes.ohio.gov/ohio-administrative-code/chapter-4755%3A3-2) and are expected to:
	+ report any known violations of these laws.
	+ avoid unlicensed practice by only performing athletic training activities and services that constitute a part of an approved course under the supervision of a licensed athletic trainer.
	+ refuse private “after hours” or “off the books” care that circumvents the healthcare plan that is in place for our patients. Doing so is both unethical and illegal.
	+ adhere to all criminal and civil laws of the jurisdiction in which they find themselves.
	+ ensure they are identified as a student in title and in any written documentation
* Students will adhere to the Federal, State, and local laws and regulations governing healthcare delivery and educational environments including but not limited to confidentiality laws, drug laws, medical device laws, non-discrimination laws, billing and insurance laws and human research protection laws.
* Students will self-report any arrests, criminal charges, or criminal convictions to the program within 24 hours.

## Appearance, Dress Code, and Grooming

Unless otherwise directed, students are expected to adhere to the Professional Dress policy in HRS Student Handbook policy 12. Clinical fieldwork requires specific professional attire and daily hygiene, and grooming practices.

For professional programs you should present yourself at clinical sites as a healthcare professional, in both appearance and behavior, at all times. Please dress for lectures in something that is comfortable but presentable (no sleepwear/loungewear). During lecture courses, it is appropriate to wear smart casual attire or casual attire that would be worn in an office. For attending a conference, symposium, or workshop wear business casual attire. When presenting at a conference, professional meeting, attending a banquet, or otherwise acting as a university representative, wear business professional attire. We will have guests and future employers often in attendance at classes, so keep that in mind and dress accordingly. Reserve active or fitness attire for lab classes. As the weather changes it is appropriate to layer with sweats or fleece outerwear but be sure to have clothing to allow for palpation and other forms of skill to practice. If there is any reason you are unable to expose a body part for class, please let the instructor know so accommodations can be made. For lab classes, please wear athletic shoes to ensure you can safely move during class.

Please ensure that your hair, facial hair, nails, body art, and fragrance choices will not pose a patient safety concern or major distraction from your purpose of providing healthcare. The HRS appearance policy has specific guidelines but follows the same appearance guidelines in class and fieldwork. Be prepared to temporarily remove things, such as jewelry; this could scratch a peer or patient or cause discomfort during a treatment. Additionally, long or artificial fingernails typically limit efficiency during some skills and could harbor bacteria and should be avoided. Hand and personal hygiene are always important to maintain but use discretion when using products with fragrances (lotion, perfume, cologne) as they could trigger allergies.

### Clinical Fieldwork Expectations

Students must maintain a neat and professional appearance that enables them to always perform their duties efficiently and safely during clinical fieldwork. MAT students are provided with a variety of clinical fieldwork uniform items at no cost and as a courtesy from the Department of Athletics. Students should clarify appearance and dress code expectations with their preceptor prior to beginning each clinical fieldwork. Unless otherwise instructed, the on-campus dress code should be followed for off-campus fieldwork sites.

Specific attire guidelines are as follows:

* A watch during field experiences is recommended (so that patient vital signs can be appropriately monitored).
* Pants and shorts must be chino or golf style, professional in appearance (relaxed or straight fit), and allow for clinically necessary mobility and function. The color must be khaki or black 6-inch inseam or greater.
* Cargo or jersey shorts are not acceptable for game days.
* Students should wear their OSU-provided footwear or Nike brand in OSU appropriate colors. To be consistent with OSU’s shoe contract, shoes from competing brands should not be worn on the sidelines during OSU games.
* When non-athletic shoes are required for fieldwork, the shoes must not have open toes, must fit securely, and must permit mobility and sufficient traction for patient care, transfers, and transport. Heels may not exceed 3 inches.
* Some fieldwork sites or situations (games and travel) may require more business casual or business professional attire. Clarify expectations with your preceptor ahead of time.
* OSU Medical Center Identification badges are to be worn above the waist with the name and photo visible during patient care.
* The MAT program reserves the right to make accommodations or revisions to these requirements as necessary.

## Behavioral Expectations

Students are expected to adhere to all HRS Student Handbook Policies, many of which specifically describe personal conduct (Policy 5, 11, Honor Code), confidentiality (Policy 13), social networking (Policy 6), communication, and other behaviors essential to success in the AT program. The AT program will primarily use the students’ university assigned email address (name.#@osu.edu ) for email communication. Activating your OSUMC email and knowing your OSUMC username may be required at times throughout the program. Use appropriate professional email etiquette (include a salutation / greeting, do not use the first name of faculty unless they have asked you to call them by their first name. As we communicate via phone often, ensure you have an appropriate voicemail greeting or recorded name for effective follow up.

Patient confidentiality and establishing professional boundaries are vital in all healthcare fields; however Athletic Training has specific challenges in this area because of our unique facilities, some patients’ celebrity status and the constant presence of the press. Follow FERPA, HIPAA and clinical site privacy rules (HRS Student Handbook Policy 8 & 13). In dealing with the public or press, 1) always be polite, 2) inform them that you are a student and are legally prohibited from releasing any medical information, 3) always refer them to your preceptor without providing ANY patient / athlete information, and 4) remember that nothing you say to the press is ever “off the record.”

Regarding social media, please follow HRS Student Handbook Policy 6 and avoid interacting with patients in person or online outside of clinical fieldwork to ensure you maintain a professional boundary. The student-athletes of The Ohio State University and any of our affiliated clinical fieldwork sites are our PATIENTS. Personal relationships with patients beyond the patient-provider relationship place students in a conflict-of-interest situation. Likewise, personal relationships (romantic, dating, sexual, or significant social relationships) rapidly become barriers to providing care. Engaging in personal relationships is prohibited because it is unethical, violation of state practice act to have a relationship with patients and diminishes one’s ability to make objective decisions in care.

### Clinical Communication Expectations

* Vocabulary should be appropriate to the audience and setting with consideration to health literacy and healthcare role and responsibility.
* Greet people who enter the athletic training facility as you are a representative of the site during clinical fieldwork (person could be a patient, parent/family, administrator, etc.).
* Even in relaxed athletic environments vulgar language, slang/text message abbreviations are inappropriate.
* Signing documentation: When students sign patient documentation, they are required by law to use a designation that identifies them as an Athletic Training Student (e.g. “ATS”) so that no one will misunderstand them to be a licensed and credentialed person.
* Email: Include a signature that identifies the sender as an Ohio State University Athletic Training Student
* Other than their preceptors, supervising physicians, and others at the preceptor’s discretion, students shall not discuss confidential patient information with anyone (including the press, fans, professional scouts, roommates, parents, spouse / partner, other students, faculty, etc.).
* Never take or share photographs, videos, or recordings of patients in clinical settings.

### NCAA Compliance and Academic Assistance to Student-Athlete Patients

Athletic trainers, including athletic training students, are considered institutional staff members for Ohio State’s NCAA compliance purposes. As such, athletic training students are required to abide by NCAA, Big Ten Conference, and institutional rules in the same manner as all other institutional staff members. NCAA rules ban participation in sports betting activities and prohibit providing information to individuals involved in or associated with any type of sports betting activities concerning intercollegiate, amateur or professional athletics competition. In other words, if you are a student-athlete, coach or athletics staff member, regardless of sport or division, you are not allowed to bet or provide any useful information that can influence a bet in any sport the NCAA sponsors at any level. [Sports Betting - NCAA.org](https://www.ncaa.org/sports/2016/4/29/sports-wagering.aspx)

Preserving academic integrity is central to the mission of Ohio State and the NCAA. Any activity that compromises the academic integrity of the university or undermines the educational process is classified as academic fraud. Any student-athlete or institutional staff member found to have engaged, or attempted to engage, in any act characterized as academic fraud will not only be subject to disciplinary action by Ohio State, but NCAA sanctions, as well. Academic fraud includes, but is not limited to:

1. Typing, editing, or reconstructing a paper or assignment on behalf of a student-athlete;
2. Researching, taking notes, or purchasing academic materials for a student-athlete; or
3. Taking an exam or quiz for a student-athlete or knowingly permitting another person to take an exam or quiz on a student-athlete’s behalf.

As a best practice, institutional staff members, including athletic training students, are not permitted to allow student-athletes to use their laptops and should never ask a student-athlete for their username or password. Student athletes seeking academic assistance should be referred to the Student Athlete Support Services Office (SASSO).

## Credentialing

### Certification

The entry-level credential for the practice of Athletic Training is “Certified Athletic Trainer” or “ATC®” and is awarded by the Board of Certification for the Athletic Trainer (BOC). To become a holder of the ATC® credential, students must complete their program of study and pass the BOC’s athletic trainer certification examination (see www.bocatc.org). Students are encouraged to begin the registration process during the spring of their final semester in the program; however, the national certification examination may not be taken until the date closest to a student’s graduation. Students who are registered for the exam but who subsequently need to repeat a course or are otherwise planning to delay their graduation must contact the BOC and delay their taking of the board exam. Students who pass the exam are not yet certified or eligible for licensure until after graduation. Applying for the exam is solely the student’s responsibility. It is not possible for the Division of Athletic Training to register a student for the exam.

### Licensure

All 50 states and the District of Columbia regulate the practice of Athletic Training, and all accept or require the ATC® credential for practice eligibility. The AT program is accredited by CAATE and fulfills the educational requirements for eligibility to obtain the ATC® credential and obtain licensure where required. In Ohio, a license is required to practice Athletic Training. Licensure information is available from the Ohio Physical Therapy, Occupational Therapy, and Athletic Trainers’ Board.

The use of the term “student athletic trainer” is specifically defined and governed by Ohio law to mean a student enrolled in an athletic training degree program that leads to eligibility for certification / licensure. “Student athletic trainers” are exempted from the requirement to hold a license to practice Athletic Training in Ohio provided that their practice is part of their educational program. Practicing Athletic Training outside of clinical fieldwork assigned by the Program is illegal and amounts to practicing without a license.

MAT Program Policies Annual Agreement

By signing below, I indicate that I have read, understand, and agree to abide by all of the policies and requirements of the Ohio State University outlined in the HRS Student Handbook and the AT Division appendix to that handbook. My questions about these policies and requirements have been answered and I understand that the Division Director and/or Clinical Coordinator can answer additional questions should they arise. This agreement is in effect for the entire academic year and must be renewed annually.

I am specifically aware of the program’s requirements for [Retention and Good Standing](#_bookmark22) and [Graduation](#_Graduation_Requirements) including but not limited to:

* Ensuring student competence through required grades and limits on failing classes [[details]](#_bookmark26)
* Background checks, drug testing and 24 hour self-disclosure if arrested or charged with a crime [[details]](#_bookmark35)
* Technical standards (including changes in status) and immunization compliance [[details]](#_bookmark41)
* Communicable diseases and blood borne pathogen exposure [[details]](#_bookmark43)

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

* [Schedule conflicts](#_bookmark53) and [outside employment](#_Outside_employment)
* Clinical Hours requirements [[details](#_Documenting_Clinical_Experiences)]
* Supervision during clinical care and prohibition of unsupervised practice [[details]](#_bookmark60)

I am specifically aware of the program’s [Professionalism](#_bookmark61) requirements including but not limited to:

* [Ethics and Laws](#_bookmark62)
* [Appearance](#_bookmark65) Policies
* [Behavioral Expectations](#_bookmark68)
* [Credentialing](#_Credentialing)

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

## Information Release

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

| Signature | Date |
| --- | --- |
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