



Marquette University Master of Athletic Training Education Program

STUDENT HANDBOOK

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Mission Statement of Marquette University

Marquette University is a Catholic, Jesuit university dedicated to serving God by serving our students and contributing to the advancement of knowledge. **Our mission**, therefore, is the search for truth, the discovery and sharing of knowledge, the fostering of personal and professional excellence, the promotion of a life of faith, and the development of leadership expressed in service to others. All this we pursue for the greater glory of God and the common benefit of the human community.

Excellence

Our students, whether traditional or non-traditional, undergraduate, graduate or professional, come to Marquette University to share our commitment to the pursuit of excellence in all things as a lifelong endeavor. They come to join a community whose members — faculty, staff, students, trustees, alumni and friends alike — believe that education must encompass the whole person: spiritual and moral as well as intellectual, the heart as well as the mind. And they come seeking the educational, professional and cultural advantages of a university located in the heart of the city. We, in turn, take seriously our responsibility to foster and support excellence in teaching and research, to keep a Marquette education accessible to a diverse population of students, and to offer personal attention and care to each member of the Marquette community.

Faith

As a Catholic university, we are committed to the unfettered pursuit of truth under the mutually illuminating powers of human intelligence and Christian faith. Our Catholic identity is expressed in our choices of curricula, our sponsorship of programs and activities devoted to the cultivation of our religious character, our ecumenical outlook, and our support of Catholic beliefs and values. Precisely because Catholicism at its best seeks to be inclusive, we are open to all who share our mission and seek the truth about God and the world, and we are firmly committed to academic freedom as the necessary precondition for that search. We welcome and benefit enormously from the diversity of seekers within our ranks, even as we freely choose and celebrate our own Catholic identity.

Leadership

As a Jesuit university, Marquette embodies the intellectual and religious traditions of the Society of Jesus. Through an academically rigorous, values-centered curriculum, our students receive a firm grounding in the liberal arts, preparation for work in a world of increasing complexity and diversity, and formation for life as ethical and informed leaders in their religious, cultural, professional and civic communities. They work with and learn from faculty who are true teacher-scholars, whose research not only advances the sum of human knowledge, but also informs their teaching, and whose commitment to students is fundamental to their intellectual and professional lives.

Service

Through both our academic and co-curricular programs, Marquette strives to develop men and women who will dedicate their lives to the service of others, actively entering into the struggle for a more just society. We expect all members of the Marquette community, whatever their faith traditions, to give concrete expression to their beliefs by giving of themselves in service to those in need.

Athletic Training Vision

Our vision is to build upon a Catholic, Jesuit education that is genuinely transformational, so that our students graduate not simply well educated and effective Athletic Trainers, but also better people; and to do so with such excellence that when asked to name the best entry-level Master of Athletic Training programs in the United States, people will include Marquette University.

Athletic Training Mission

The Master of Athletic Training program at Marquette University supports the missions of the university and the College of Health Sciences to graduate professionals who reflect strong, Judeo-Christian Jesuit-based values and entry-level professional competence. The program strives to educate students who will develop into professionals that are knowledgeable of current practices and trends, skillful in applying their knowledge and flexible in their relationship with others. It is the mission of the program that these students will become practitioners who are self-directed lifelong learners, who continually strive to advance their knowledge and skills, and who understand the social, political and economic forces that impact the profession..

Statement on Human Dignity and Diversity (Non-Discrimination Statement)

As a Catholic, Jesuit University, Marquette recognizes and cherishes the dignity of each individual regardless of age, culture, faith, ethnicity, race, gender, sexual orientation, language, disability or social class. Precisely because Catholicism at its best seeks to be inclusive, we are open to all that share our mission and seek the truth about God and the world. Through our admissions and employment policies and practices, our curricular and co-curricular offerings, and our welcoming and caring campus environment, Marquette seeks to become a more diverse and inclusive academic community dedicated to the promotion of justice.

Our commitment to a diverse university community helps us to achieve excellence by promoting a culture of learning, appreciation and understanding. Each member of the Marquette community is charged to treat everyone with care and respect and to value and treasure our differences. This call to action is integral to the tradition, which we share.

Athletic Training Philosophy

The Master of Athletic Training program is committed to providing a generalist athletic training education to qualified students who have completed a rigorous blend of prerequisite basic science course work. The goal of the master's degree curriculum is to develop the Jesuit ideals of "cura personalis" (care for the total person) and men and women for others, and to integrate these ideals into the effective delivery of care for athletes and active individuals.

The teaching-learning process is recognized as a dynamic interaction of shared responsibility among the academic faculty, clinical faculty and students. The program supports the educational view that students learn in a multitude of ways, necessitating a variety of learning experiences. These experiences are important for the development of a life-long autonomous learner who is self-motivated, self-directed and able to construct knowledge, not just absorb it. Faculty members are resources and role models in the development of these traits.

Each faculty member accepts the responsibility of being a role model by maintaining personal clinical competence, providing quality instruction, contributing to the general body of knowledge, showing professionalism, respecting the dignity of others and being advocates for patient and professional causes. Finally, they help students to become educated members of society, active members of their profession and role models for peers and future Athletic Trainers.

MARQUETTE UNIVERSITY

Master of Athletic Training

*Program in Exercise Science
Department of Physical Therapy
College of Health Sciences*

General Information

Office Location

Exercise Science Program Office:

Cramer Hall, Rm 215

Office Hours and Telephone Numbers

The main offices are generally open Monday through Friday, 8:00 a.m. to 4:30 p.m.

Exercise Science Main Office: (414) 288 - 5069

Fax : (414) 288 - 6079

Exercise Science Administration

Dean, College of Health Sciences:

-Dr. William Cullinan

Chair, Department of Physical Therapy:

-Dr. Allison Hyingstrom

Director, Program in Exercise Science:

-Dr. Paula Papanek

Program Director, Athletic Training Education:

-Mr. Christopher Geiser

Clinical Education Coordinator, Athletic Training Education:

-Mr. Keith Owsley

Medical Director, Athletic Training Education

-Dr. Carolyn Smith

Program Development Coordinator, Exercise Science

-Ms. Yolanda Webb

Practicum Coordinator, Exercise Science:

-Dr. Christopher Simenz

Exercise Science Lab Coordinator

-Mr. Nate Fillers

Office Associate, Exercise Science:

-Vacant

Faculty and Staff Directory

<u>Faculty/Staff</u>	<u>Office No.</u>	<u>Phone No.</u>	<u>E-Mail</u>
Mr. Christopher Geiser	CH215R	288-6210	christopher.geiser@marquette.edu
Mr. Keith Owsley	SC248A	288-6078	keith.owsley@marquette.edu
Dr. Carolyn Smith	SC248D	288-6202	carolyn.s.smith@marquette.edu
Dr. Paula Papanek	CH215A	288-5069	paula.papanek@marquette.edu
Dr. Allison Hyingstrom	SC 246	288-7161	allison.hyingstrom@marquette.edu
Ms. Yolanda Webb	CH215B	288-6077	yolanda.webb@marquette.edu
Program Admin Asst	CH215S	288-5069	TBD
Dr. Christopher Simenz	CH215F	288-6175	christopher.simenz@marquette.edu

Athletic Training Full-Time Core Faculty

(full faculty bio's are available on the program website)

Faculty	Athletic Training Teaching Content	Degrees
Christopher F. Geiser MS, PT, LAT, ATC Athletic Training Program Director Clinical Associate Professor	-Human Anat in AT -Spine Evaluation -Rehabilitation Courses -Biomechanics of Injury	<ul style="list-style-type: none"> ❑ Master of Science University of Wisconsin – Milwaukee (2007) ❑ Bachelor of Science Marquette University (1990)
Keith Owsley, MS, ATC, LAT, CSCS Clinical Education Coordinator Clinical Assistant Professor	-Emergency Management -AT Principles -AT Administration -AT Practicums	<ul style="list-style-type: none"> ❑ Master of Science Illinois State University (1989) ❑ Bachelor of Arts Murray State University (1987)
Carolyn Smith, MD Clinical Associate Professor	-Upper, Lower Extremity and Spine Evaluation -Neurological Disorders and Disease -Evidence Based Practice -Diagnostic Imaging -Systemic Medical Disorders - Pharmacology in Athletic Training	<ul style="list-style-type: none"> ❑ Medical Doctorate – University of Illinois (1995) ❑ Master of Science in Exercise Physiology – Northern Illinois University (1989) ❑ Bachelor of Science in Exercise Physiology – UW Madison (1987)

Adjunct Faculty

Faculty	Athletic Training Teaching Content	Degrees
Mark Cole PhD, LAT, ATC	-Psychology in Performance and Rehabilitation	Ph.D., University of Wisconsin-Milwaukee M.S., University of Oregon B.S., Indiana University

Master of Athletic Training Accreditation

Marquette's Athletic Training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Successful completion of an accredited athletic training education program qualifies graduates who submit the required application materials to challenge the National Athletic Trainers' Association Board of Certification (NATABOC) examination and become certified athletic trainers, with the credential of "ATC". In most US states, the ATC credential then qualifies graduates to apply for an athletic training license to practice in that state. It is each student's responsibility to verify the athletic training regulatory requirements for the state in which they intend to practice.

Expected Global Student Outcomes

1. Marquette Master of Athletic Training graduates demonstrate technical proficiency in the field of athletic training as outlined in the Commission on Accreditation of Athletic Training Education's Standards for Accreditation of Professional Athletic Training Programs
2. Marquette Master of Athletic Training graduates apply critical thinking and evidence-based decision making in creating and implementing plans of care for both athletic and general populations with a variety of both acute and chronic conditions.
3. Marquette Master of Athletic Training graduates exhibit values consistent with the Jesuit tradition of lifelong service and caring for others through the safe and ethical practice of athletic training as outlined by the National Athletic Trainers Association Board of Certification (NATABOC).

Specific Learning Objectives

1. To provide a generalist athletic training graduate education to qualified students who have completed a rigorous blend of prerequisite course work.
2. To develop the Jesuit ideals of "cura personalis" (care for the total person) and "men and women for others," and to integrate these ideals into the delivery of healthcare for active and athletic populations.
3. To recognize and take an active role in the dynamic and interactive teaching-learning process with shared responsibility among the academic faculty, clinical faculty and students.
4. To support the concepts of multiple learning styles and contextual learning in efforts to assure the development of a life-long autonomous learner who is self-motivated, self-directed and able to absorb, construct, and internalize knowledge.
5. To assure each faculty member accepts the responsibility of being a role model by maintaining personal clinical competence, providing quality instruction, contributing to the general body of knowledge, showing professionalism, respecting the dignity of others and being advocates for patient and professional causes.
6. To mentor students to become educated members of society, active members of their profession and role models for peers and future Athletic Trainers.

Admission to the Athletic Training Major

Freshman Direct-Admission

Students may be pre-admitted to the Master of Athletic Training program out of high school, with guaranteed admission to the professional phase beginning summer after year 3 (junior year) for students who successfully meet all prerequisite requirements for advancement. Guaranteed admission cannot be extended if prerequisite requirements are not successfully completed in the three-year pre-professional phase.

Although the direct-admit process is administrated by the University admissions department, they present the following recommendations and requirements: High school applicants to the Master of Athletic Training program are expected to fulfill the general admissions requirements listed in the university section of the University undergraduate bulletin. In addition, the following specific items should be noted for admission to Athletic Training: One year of high school chemistry and biology is required. Applicants should include trigonometry among the three required units in mathematics because trigonometry is a prerequisite for General Physics at Marquette.

Due to limited space in the Direct-Admit EXPH/MAT program, previous experience in settings in which athletic trainers function is strongly recommended.

Advanced Placement (AP) and/or International Baccalaureate (IB) credits may be applied toward MAT prerequisite courses. Note: AP and IB credits awarded by MU are credit-bearing only and are not included in grade point average (GPA) calculations.

Professional Phase Admission – internal candidates from Exercise Physiology

Marquette students who were not admitted as freshmen, but admitted to the Exercise Physiology major, may follow the EXPH/MAT curriculum and apply to transfer into the professional phase of the program, typically in their junior year or senior year. To apply for this internal window of admission, students need to complete the junior year of the Exercise Physiology major curriculum and meet or exceed all requirements for the undergraduate phase (see "Academic Regulations - Undergraduate Phase" section that follows). Entry is competitive based on space available in the cohort. In some instances when the class size is small, interested students may be offered admission earlier in their EXPH program. In those cases, announcements will be formally made to the whole class that the opportunity is being offered. Further details of entrance requirements are available on the Athletic Training website.

External students with degrees completed (from MU or other institutions) and applicants in their final year at MU, may also apply to the professional phase of the program. All applicants who are external to Marquette should apply via the Athletic Training Central Application Service (ATCAS) at atcas.liasoncas.com.

MAT prerequisite courses are as follows:

Biology (one semester with or without lab)	3
General Chemistry (two semesters with lab)	8
General Physics (one semester with lab)	4
General/Introductory Psychology (one semester)	3
Statistics	3
Medical Terminology	1
Exercise Physiology (one semester with or without lab)	3
Anatomy and Physiology (two-semester course A&P sequence or separate semester courses)	6

Kinesiology (one semester with or without lab)	3
Total Credit Hours	34

Advanced Placement (AP) and/or International Baccalaureate (IB) credits may be applied toward MAT prerequisite courses. Note: AP and IB credits awarded by MU are credit-bearing only and are not included in grade point average (GPA) calculations.

Essential Functions

All athletic training students must be able to carry out the basic duties of a generalist Athletic Trainer with or without reasonable accommodation(s). A generalist Athletic Trainer is one who must demonstrate:

- 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.
- 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. This includes the lifting and transportation of patients. This also includes the ability to successfully pass and maintain certification by the American Heart Association in one- and two-person adult CPR, infant and child CPR and the use of an automatic electronic defibrillator (AED).
- 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 judgements and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.
- The ability to record the physical examination results and a treatment plan clearly and accurately.
- The capacity to maintain composure and continue to function well during periods of high stress.
- The perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced.
- Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
- Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Applicants must sign the program's technical standards document verifying that they meet the programs technical standards for admission into the MAT program. Before an offer of admission into the MAT is final, the student must submit a completed program physical exam form, signed by their healthcare provider, verifying that they meet the program's technical standards. If they do not meet the technical standards as outlined, the student must meet with the MAT program director and the University Disability Services, Office of Student Educational Services to determine if appropriate accommodations can be made which allow the student to accomplish the occupational duties necessary to successfully navigate the educational program and to practice in the profession of athletic training. If such accommodations are not acceptable to the MAT program director, the offer of admission for the MAT is withdrawn.

Program Technical Standards

MARQUETTE UNIVERSITY

MASTER OF ATHLETIC TRAINING

TECHNICAL STANDARDS FOR ADMISSION AND RETENTION

The Master of Athletic Training Educational Program at Marquette University is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Educational 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 Athletic Training Educational 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 NATABOC certification exam.

Candidates for selection and retention to the Athletic Training Educational Program must demonstrate:

- 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.
- 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. This includes the lifting and transportation of patients. This also includes the ability to successfully pass and maintain certification by the American Heart Association in one- and two-person adult CPR, infant and child CPR and the use of an automatic electronic defibrillator (AED).
- 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 judgements and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.
- The ability to record the physical examination results and a treatment plan clearly and accurately.
- The capacity to maintain composure and continue to function well during periods of high stress.
- The perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced.
- Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
- Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for selection to the athletic training educational 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.

Disability Services, Office of Student Educational Services will evaluate a student who states he/she could meet the programs technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws.

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.

Program Policies, Procedures, and Information

Academic Regulations – Professional Phase

A student must complete the academic requirements of the MAT program within three years of admission to the professional phase of the program (summer after junior year for students in the direct-admit track). Failure to complete the MAT program requirements within the 3-year time limit may result in dismissal from the program. During the professional phase of the program a student is considered in good academic standing if they comply with the academic standards printed in the Master of Athletic Training Student Handbook. Failure to meet the academic requirements results in probation or dismissal from the program.

For full information on Academic Regulations and Requirements, please refer to the Marquette University Health Sciences Professional Program Bulletin:

<https://bulletin.marquette.edu/healthscienceprofessional/programs/athletictraining/>

Absences

Students who are ill or anticipate absence for a family emergency must contact the Athletic Training program office immediately. All students must consult with the instructor of the course(s) missed for makeup, if necessary. Absences of two or more weeks, regardless of the reason, during the two-year professional phase of the MAT program may be considered as grounds for repeating the entire term.

Anticipated absences from clinical experiences must be approved in advance by the Athletic Training Clinical Education Coordinator (CEC) at Marquette University and the center coordinator of clinical education at the clinical site. Unapproved absences are not acceptable and may lead to dismissal from the clinical site. Emergency absences, illness, etc., are circumstances usually considered to be acceptable absences if they are substantiated by the coordinators.

CAATE Accreditation Information

Marquette's Athletic Training program was reaccredited through the Commission on Accreditation of Athletic Training Education (CAATE) during the 2009-2010 academic year for the maximum timeframe of 10 years. A one-year extension was issued to the program in 2016 to allow re-accreditation under the new 2020 standards. The next reaccreditation assessment (comprehensive program review) is occurring in the 2020-2021 academic year. A substantive change process to transition to the Master's Degree in Athletic Training program was approved by the CAATE in December of 2017. Students are free to contact CAATE with questions or concerns by email (info@CAATE.net) or phone at 844-GO-CAATE (844-462-2283).

CR/NC Grade Option

University guidelines allow junior and senior students to elect one course per term (to a maximum of four courses) for which only a CR or NC grade is assigned, given certain requirements are met. Refer to the CR/NC option entry in the university section of this bulletin for the specific requirements. The CR/NC option is not available for any course that is a prerequisite for the MAT program or any course required in the professional phase of the program. There is a temporary exception to this policy only for prerequisite courses taken during the Spring, 2020 semester because of the COVID-19 pandemic. In these courses, a CR or Pass grade must be earned, with the credit equating to a C or better in the grading system utilized.

Course Sequence

Professional phase courses taken early while a student is in the pre-professional phase must be completed with a grade of C and a minimum 2.800 GPA for all professional phase courses completed in a given term. (If only one professional phase course is taken in a given term, a B grade is required to exceed the requirement of a 2.800

GPA per term.) Taking courses early and out of sequence is discouraged. Students who fail to meet these requirements may be placed on academic probation and are required to retake professional phase courses.

Certification in Basic Life Support

Certification in basic life support that includes child, infant and both one- and two-person adult CPR along with automatic external defibrillator(AED) training is required prior to the start of the MAT first summer session and must be maintained by the student throughout the duration of the MAT program. Failure to maintain current certification may be considered clinical misconduct and result in academic dismissal procedures. Students should contact their local Heart Association or Red Cross offices.

Examinations

A student who misses a final examination without prior approval from the course director, risks the loss of credit and the possibility of not being able to enroll in subsequent MAT courses. All such cases are evaluated by the Athletic Training program director in consultation with the course instructor.

Combined Master of Athletic Training / Doctorate of Physical Therapy degree programs

Students accepted into both the Master of Athletic Training and the Doctorate of Physical Therapy program are held to the same requirements to complete the Master of Athletic Training as all students in the Master of AT. Some Doctoral level courses can substitute for those with the same content in the Master of Athletic Training. To work out a specific course sequence that satisfies both programs, please work with the Program Director of Athletic Training and your Doctorate of Physical Therapy advisor. For any course substitutions, you will be required to demonstrate mastery of the athletic training standards within the substituted course(s) in the Master of Athletic Training.

Withdrawal from the Master of Athletic Training Program

Withdrawal from the program in either the pre-professional phase (for students in the direct-admit) or the professional phase (two-year MAT) is achieved through a written request submitted to the Director of the Athletic Training Program. Any student considering withdrawing from the athletic training program is encouraged to meet with the director of the Athletic Training Program and their advisor prior to making a final decision. Withdrawal prior to completion of the undergraduate degree may result in delays in graduation, depending on sequence of course work to be completed.

Other Academic Regulations

For additional information on other College of Health Sciences regulations, see the College Academic Regulations section of the Health Sciences Professional bulletin online.

Student Safety

Safety information, including emergency procedures is available at all clinical sites. Students are required to familiarize themselves with all safety and emergency policies. There may be potential health risks at a clinical site. Students are required to complete yearly OSHA / blood borne pathogens training and must complete training prior to initiating any clinical experiences with the program. All MAT students are required to attend and provide documentation of completion of yearly OSHA training sessions, which assure that they have received training on OSHA guidelines for blood borne pathogens and universal precautions.

Equipment at each facility is calibrated and maintained to manufacturer standards. Students are advised to inspect the certification tag on each piece of equipment and to report any issues to the Clinical Education Coordinator.

Student Healthcare

Students are not employees of the clinical facilities in which they are learning and practicing clinical skills and

are **not covered** by workman's compensation insurance. Students must provide proof of health insurance to the program prior to starting in the clinical setting and should be aware that they are responsible for the cost of any of their own emergency care or health related expenses incurred. Students are responsible for their own medical care, including while off campus for clinical experiences and education. Any illness or injury sustained should be immediately reported to the program.

Communicable Disease Policy

Students and staff are expected to notify sites and not report to their clinical assignments if they are sick, to avoid exposure of other students, staff, or athletes/clients to communicable disease. The Marquette University Medical Clinic (www.marquette.edu/medical-clinic) is available to all enrolled students for evaluation, diagnosis and treatment of illnesses. In the event of referral for more serious illness, the Medical Clinic has relationships with hospital systems within the surrounding area. For information on eligibility, services, appointments and billing, please refer to the Medical Clinic web site.

Infection Control

Students are expected to follow the infection control procedures of each facility in which they practice or attend. In the educational lab setting, this includes hand hygiene (washing or sanitizer use) between contact with each person or body part. There are multiple spray bottles for cleaning located in each lab. Plinths and lab equipment should be cleaned after each use and at the beginning and end of each lab session. If required, Personal Protective Equipment should be worn in the classroom, lab, or clinical setting. If the required equipment is not available, students are to alert program personnel immediately (Program Director, Clinical Education Coordinator, or supervising faculty / preceptor) and not proceed with the activity.

Exposure Plan

The Marquette Master of Athletic Training program follows the exposure plan of the University and its medical clinic. If the situation is severe, students are to go directly to the urgent care or closest emergency room. For non-emergent exposures, during normal business hours, students are to go to the campus clinic. After hours / weekends, students should go to the urgent care or ED.

Significant exposures include:

1. Percutaneous injury with a contaminated sharp object
2. Mucosal (ocular or mucous membrane) exposure to a high-risk body fluid
3. Skin exposure to blood when the skin is not intact or if exposure is for a prolonged period (>10 minutes) and/or when the area involved is extensive.

Body fluids considered "high risk" are blood, semen, vaginal secretions, other body fluids that contain visible blood, amniotic fluid, and deep body fluids from spine, lungs, joint, abdomen.

Immediate treatment for skin injury / exposure includes cleaning the area thoroughly with soap and water for 5 minutes. Immediate treatment for eye or mucous membrane exposure includes irrigating with copious amounts of water or saline for 10 minutes.

If students have sustained a needlestick or sharps injury or were exposed to blood or other body fluid of an athlete or a patient during the course of their work, the following steps will be followed:

- Needlesticks or sharps injuries will be thoroughly washed with soap and water for 5 minutes
- Eye or mucous membrane (nose, mouth) will be irrigated with saline, sterile irrigants or clean water for 10 minutes
- Incident will be reported to instructor/supervisor and incident report form found at the end of this handbook will be completed
- Immediate medical treatment will be sought from on campus medical clinic or urgent care/emergency room. Necessary testing and post-exposure prophylaxis, as indicated, will be obtained.

- If source patient is a Marquette athlete or student, they will be referred to MU Medical clinic for HIV, HepBsAg and HepCAb testing.
- If source patient is a non-Marquette athlete or student, the supervising clinical instructor will follow the clinical site occupational exposure policy for management of source patients.

Immunizations and Health Information

Upon admission, students are required to submit immunization, TB testing, and health records demonstrating their compliance with program and University immunization requirements (<https://www.marquette.edu/online-programs/orientation-immunization-information.php>). This information is included in the required program health form, which encompasses immunization information, TB testing, health history, and compliance with the program technical standards. This form must be submitted to the program offices prior to starting the professional phase of the Master of Athletic Training program. The information is updated yearly by submitting the required “Continuing Student Health Form” prior to the start of each fall semester. These forms must be submitted on the e*Value site, where they are stored securely for use in demonstrating compliance with health requirements with the program and at clinical sites.

Nametags

Students are issued a nametag by the program for the purposes of helping athletes and clients differentiate between students and licensed athletic trainers. Students are expected to wear the nametag at all times while in the clinical setting unless it is deemed to pose a hazard or otherwise instructed by their clinical preceptor.

Liability Insurance

Even though the university has limited liability insurance coverage on students enrolled in courses while they are in clinical practice situations, some facilities require the student to have an additional liability policy. This type of insurance can be obtained by the students at your own expense through the insurance company used by the National Athletic Trainers’ Association. You must be a student member of the NATA to access this insurance, or you may purchase through an alternate company if acceptable to the Athletic Training program and the clinical site. Documentation of insurance may be required in writing.

Student and Client/Athlete Privacy

Students are trained in privacy standards within the healthcare industry (HIPPA) and within the educational setting (FERPA) in the first courses in the Master of Athletic Training program. Students are expected to maintain the privacy standards with regards to all aspects of the program, including but not limited to both the clinical education and classroom setting. Violations of these standards are discussed in the Academic Regulations and Clinical Misconduct sections of this handbook.

Policy for Students Requesting Accommodations

It is the responsibility of a student to utilize the Office of Disability Services to identify and request reasonable accommodations in the classroom or laboratory. Students are encouraged to be proactive in addressing their learning needs and to discuss their needs with their instructors as early as possible at the beginning of each term.

Tuition / Financial Aid for Professional Phase

From a program standpoint, direct-admit athletic training students are considered in the pre-professional phase for Years 1-3, and the professional phase for Years 4-5. Direct-admit students are charged normal undergraduate rates of tuition for Years 1-4 and are eligible for financial aid as undergraduate students. Direct-admit students are then charged a year-round tuition rate in the final (fifth) year of the MAT program (billed 1/5 summer, 2/5

fall, 2/5 spring). Students who enter the MAT program with a completed undergraduate degree, are charged the year-round tuition rate for each year of the two-year program (1/5 summer, 2/5 fall, 2/5 spring). There is currently no regular financial assistance or scholarships provided through the Master of AT program.

Conduct Standards

Attendance

Attendance is mandatory in all scheduled classes, labs, and practicum experiences. In the event of absence, progress and continuation in the course will be considered individually. The reason for absence, academic performance of the student, past record of absenteeism, and other relevant factors will be considered. The student is required to provide prior notice to faculty of absence or tardiness. When a student has absences in hours equal to two weeks of class/laboratory/clinical periods, regardless of whether they are excused absences, he or she may be dropped without warning, earning a grade of WA, at the request of the instructor or the dean of the college. After the WA grade has been issued, the student may not apply for a grade of W.

If you are withdrawn from a class, that class is not fulfilled as a prerequisite to other classes. Therefore, you may not be able to continue in the athletic training curriculum if that course is a prerequisite course for those required courses the following terms, until you return to the prerequisite class and complete the content. This will affect your anticipated graduation and certification date.

Again, attendance for practicum experiences has an equal level of expectation. The clinical education component of the program provides the opportunity to bridge the gap from classroom learning to clinical application. For this to occur consistent attendance to practicum experiences is expected. Absence from clinical practicum experiences will be addressed in the same manner, and if absences in hours equal to two weeks, he or she will be dropped from the practicum earning a grade of WA.

Professional Conduct

Professionalism is vital to the success of every athletic trainer. As the student progresses through the MAT at Marquette University, the process of becoming an effective athletic trainer involves achieving competency in the knowledge, skill and behavior of athletic training. The expected professional behaviors in both the academic and clinical settings are based on the Athletic Training Student Code of Ethics and the National Athletic Trainers Association's Standards of Practice.

The student is considered a representative of the athletic training profession once he/she enters the MAT professional phase. This does not mean that the student must forego individuality, but that the student's dress and behavior appropriately reflect upon the profession. Students are expected to exhibit appropriate professional conduct to effectively represent both Marquette University and the profession.

To facilitate development and competency in professional behaviors, the student will be provided with formal and informal feedback as needed and encouraged to utilize self-assessment and reflection. Reflecting upon past experiences, situations, and actions is an extremely valuable method of assessing performance and formulating more useful strategies for the future. The athletic training faculty expect each student to seek feedback from fellow students, faculty, and clinical preceptors to develop and refine these behaviors.

The following action(s) will be taken for a student demonstrating behaviors inconsistent with professional behavior as outlined above:

1. When behavior is perceived as being inappropriate, the student will be given feedback regarding the inappropriate behavior(s) and will be provided with relevant expectations for future behavior. Feedback may be provided by academic and/or clinical faculty. The student will be expected to remediate the

behavior as advised.

2. If a change to more appropriate behavior(s) does not occur, the student will be placed on Academic Probation, and a formal learning contract between Marquette University and the student will be developed. The conditions of Academic Probation will include successful fulfillment of the learning contract.
3. The learning contract will be developed by the Program Director of the athletic training major with the student and with guidance from the appropriate faculty member(s) or clinical preceptor(s). The learning contract will consist of objectives to be achieved as well as a plan and time frame for achieving the objectives.
4. Failure to comply with the conditions of the Academic Probation and learning contract will result in Academic Dismissal proceedings under the Academic Misconduct section of this handbook. If the behavior occurs in the clinical setting, a grade of “U” will be entered for that clinical experience.

Professional Appearance

An equal aspect of professional behavior is that of professional appearance as an athletic trainer and healthcare provider. In addition to displaying professional behavior while achieving competency in the knowledge, skill and behavior of athletic training, a level of professional image is by students. As a student, you are a direct reflection of the program, the university, the profession of athletic training, and yourself as an individual. As such a constant display of professional appearance is expected at all times.

The following item(s) are guidelines that are required to maintain a professional appearance when representing the program, the university and the profession of athletic training:

1. At no time are the following clothing items acceptable nor allowed during attendance of any practicum/clinical setting; practices nor games:
 - a. Jeans of any style and/or color
 - b. Short shorts
 - c. Leggings of any type
2. During clinical education experiences students are required to present in clothing/attire that identifies the student as a member of the MU ATEP education program. This shall be obtained by wearing of polo, pullover or other clothing item with “Marquette University Athletic Training” logo clearly displayed.
3. Approved and acceptable clothing items during attendance at practicum/clinical setting shall be:
 - a. An identifying clothing item with “Marquette University Athletic Training/Sports Medicine” shall be clearly displayed; the logo shall not be covered by any non-identifying garment; i.e. jacket, sweatshirt, etc.
 - b. Pants/slacks shall be khaki, navy, black, or grey and shall be in good condition with no holes, rips, or tears. Pants/slacks shall fit appropriately to allow the ability to perform “functional” duties as an athletic training student, while preventing any inappropriate exposure of clothing, undergarments, or the body during your activities/duties.
 - c. Proper footwear shall be comfortable, functional **closed toe** shoes.
 - d. During outdoor practicum/clinical setting, or in inclement weather the outer layer garment should clearly display the Marquette University Athletic Training/Sports Medicine identifying the student as a member of the MU ATEP program. Exception can be made at the discretion of the practicum preceptor during extreme inclement weather conditions; i.e. rain, extreme cold, etc. However, prior discussion/approval shall be discussed and approved by clinical preceptor
4. Acceptable clothing items for game day/competitions shall be:
 - a. A **collared (i.e. polo) clothing** item with “Marquette University Athletic Training/Sports

Medicine” shall be clearly displayed. The outer garment worn shall display the logo.

- b. Pants/slacks shall be khaki, navy, black, or grey and shall be in good condition. During warm weather, appropriate length shorts are allowed with approval of clinical preceptor.
- c. Proper functional *closed toe* shoes.
- d. For indoor practicum/clinical setting competitions students shall follow casual business attire. This may include, but may not be limited to dress slacks, shirt/tie for male students, and/or dress slacks and blouse for female students. Students shall be dressed to the equivalent level of the preceptor, as directed by the clinical preceptor

The above requirements represent the “minimum” acceptable standards. Each clinical setting or preceptor may require higher standards that listed above. In those cases, you are held to the standards and expectations for that site.

Clinical Misconduct

Some behavioral issues or events are more egregious in nature and may rise to the level of clinical or professional misconduct. Athletic training student misconduct may include, but is not limited to:

1. Academic dishonesty including cheating, plagiarism, unapproved collaboration or falsifying work in whole or in part.
2. Conduct that constitutes harassment, threats or abuse of, or discrimination against, peers, faculty, patients, or others.
3. Provision of athletic training services, including attendance in lab courses, while under the influence of an illegal substance and/or alcohol.
4. Breach of patient/client confidentiality.
5. Failure, during a clinical experience, to comply with the Policies and Procedures of the clinical facility.
6. Failure to comply with the Athletic Training Practice Act for the state in which a clinical experience is located. It is the responsibility of the student to obtain this information from the state or district Athletic Training Association prior to any clinical activities in that state.
7. Failure to comply with the National Athletic Trainers Association *BOC Standards of Professional Practice* (found here: <http://www.bocatc.org/athletic-trainers#standards-of-professional-practice-overview>)

Process for Establishing Findings of Misconduct

- A. Findings of misconduct to self, faculty, the University, clinical facility and/or patient/athlete will result in failure of the assignment, failure of the course or dismissal from the Master of Athletic Training, depending on the severity of the offense. As indicated in the College of Health Sciences guidelines, if a complaint of misconduct arises, the student will be notified in writing by the Program Director of the allegations and reasons for possible penalties or dismissal from the program. The Program Director will also notify the Athletic Training Academic Standards Committee of these allegations and of proposed actions involving the student.
- B. The committee will investigate and evaluate the case and provide the student with an opportunity for a hearing before the committee. The Program Director will be present at the hearing. The student may present information to the investigating committee and may bring an adviser to be present during the

proceedings to provide support or advice. The student must notify the Program at least 72 hours in advance of the role and relationship of this advisor to the student.

- C. The committee may pose questions to the student, review documentation presented by the student and/or the department chairperson and allow third parties to present relevant evidence, all at the sole discretion of the committee. The committee can decide to implement probationary status or dismissal pursuant to the Professional Integrity standards in the Bulletin.

Other General Program Information

Advising

Academic advising is an important aspect in your college life. It allows you to maximize your educational experience through communication and information exchanges with your advisor.

Athletic training students are assigned an advisor from among the athletic training faculty in the Program in Exercise Science. Advisors are available during the week of all-university advising. Additionally, there will be mandatory class meetings with the athletic training faculty for advising, questions and curriculum updates.

Your advisor will be able to answer your questions concerning:

- The Master of Athletic Training curriculum.
- Professional associations.
- Other health related disciplines.
- MAT course requirements and sequencing of course material.
- Graduate education, continuing education and career opportunities.

Your advisor probably will **not** be able to answer questions concerning:

- Financial aid.
- Course requirements in athletic training programs other than Marquette.
- Degree requirements for other majors or minors at Marquette.

Please arrive for your advising appointment(s) on time. Before your appointment, it is advisable you consult the online Timetable of Classes on CheckMarq. Consult the timetable to view the course offerings and read the course descriptions in the University Bulletin.

After selecting your courses check that the section numbers are correct, that you have taken the course pre-requisites, and that there are no time conflicts with other courses. It is imperative that you schedule a timely advising appointment and attend it. Be sure to schedule additional time if you feel you have lots to discuss with your advisor – we are happy to meet and work through issues if you schedule enough time with us. We also encourage you to meet with us often so that your advisor can truly be a resource and advocate for you in your career path.

Professional Associations

As an individual currently making progress toward the fulfillment of the requirements for NATABOC certification by participating in an approved curriculum program, students in the Master of Athletic Training program are eligible for and required to maintain student membership in the National Athletic Trainers' Association (NATA) throughout their time in the MAT. Students can get more detailed information on how to become a member by going to the association's website. There are also student-run organizations in the graduate school that athletic training students are encouraged to participate in.

College of Health Sciences Alumni Association

The College of Health Sciences Alumni Association was established to allow equal representation of all the departments within the College of Health Sciences. The goal is to yield synergies and strength as well as increasing the college's identity among both alumni and current students.

The College of Health Sciences Alumni Association sponsors a mini-lecture series, book scholarships, career nights, and special activities and participates in University alumni events.

Procedure for Filing a Complaint / Grievance

Any complaints regarding academic issues, policies, conflicts or other disputes should first be addressed directly with the parties involved. If successful resolution is not made, a formal complaint, in writing or verbally, can be made to the Program Director. The Program Director will review the complaint, seek input from all parties involved, and determine the appropriate course of action.

During a clinical experience, any issues that cannot be successfully resolved at the clinical site should be discussed with the Clinical Education Coordinator (CEC) as soon as possible. The CEC will assist the student in identifying the issues and developing strategies for successful resolution. A formal complaint regarding a coordinator's performance, in writing or verbally, can be made to the Program Director. The Program Director will review the complaint, seek input from all parties involved, and determine the appropriate course of action.

University-level grievances are governed by the policies stated on the website, which override all program-level grievance procedures:

<https://www.marquette.edu/student-development/policies/grievance.php>

Request for a Leave of Absence

A student who wishes to take a leave of absence must receive approval from the Program Director of Athletic Training subject to the following requirements:

1. A student, not under Conditions of Probation or a Learning Contract, may request a leave of absence for up to one year. Conditions of Probation will be established upon the student's return to the program if:
 - a. The student has completed at least half of an academic semester and the student's academic performance, based on the midterm grades, qualify the student for Academic Probation or Academic Dismissal.
 - b. The student has completed at least half of a clinical experience at the time a request for a leave of absence is made and the performance of the student is not at the level expected for the clinical experience. The student's performance will be determined by the clinical preceptor's midterm assessment and discussion between the Academic Coordinator of Clinical Education and the clinical preceptor.
2. A student, who is under Conditions of Probation or a Learning Contract, may request a leave of absence upon establishing to the satisfaction of the Program Director a specific reason for the leave. If such a leave is granted, the Conditions of Probation or Learning Contract in effect at the time leave was granted will continue to be in effect upon the student's return to the program. The time frames of the Conditions of Probation or Learning Contract will be adjusted for the amount of time the student was away from the program. Additional Conditions of Probation will be established upon the student's return to the program if:
 - a. The student has completed at least half of an academic semester and the student's academic performance, based on the midterm grades, would qualify the student for Academic Probation or Academic Dismissal.
 - b. The student has completed at least half of a clinical experience at the time a request for a leave of absence is made and the performance of the student is not at the level expected for the clinical experience. The student's performance will be determined by the clinical preceptor's midterm

assessment on the Clinical Performance Instrument and discussion between the Academic Coordinator of Clinical Education and the clinical preceptor.

3. If the student is granted a leave due to a physical or mental condition, the student must provide proof that the condition is under control or resolved and that they can meet the technical standards of the Program in Athletic Training prior to reinstatement in the program.
4. Granting a request for a leave of absence is subject to the enrollment numbers and space availability of the class to which the student is requesting to return. Upon returning to the program, the student will be required to fulfill any curricular changes or other requirements that have been instituted while the student was away from the program. Reasonable effort will be made to notify the student prior to a leave of absence, of any known proposed changes. However, unforeseen changes are always a possibility.
5. Requests for leaves of absence must be made in writing to the Program Director of Athletic Training.

Library Services

The primary library on campus is John P. Raynor, S.J., Library. It is connected to the Memorial Library via a second-floor walkway. Complete descriptions of all library services and facilities can be accessed any time on the University website at: <http://www.marquette.edu/library/>. Most periodicals in the allied health fields have been acquired since 1976. The current location of all holdings and current publications is available on line on the library web page.

All athletic training students may also take advantage of several anatomical models that are part of the WEIGELL COLLECTION on permanent reserve at the Science Library. The WEIGELL COLLECTION includes models of the hand, finger, and two spines. The collection was made possible by a donation from the late Carl Weigell, father of 1996 Marquette Physical Therapy graduate, Anne Weigell.

Athletic training students also have access to the Medical College of Wisconsin's Todd Wehr library. It is located at 8701 Watertown Plank Road on the third floor of the Health Research Center (HRC). Library visitor hours are Mon - Fri: 7:30 a.m. - 6 p.m. Hours are subject to change. Phone (414) 955-8300 for current hours. Students will need to present MU identification card to get privileges.

Name Change

Name changes can be accomplished by contacting the Office of the Registrar in Zilber Hall should you change your name during or after your education at Marquette.

State Licensure

To practice athletic training in Wisconsin and all other states (except at present California), athletic trainers must be licensed. Individuals who successfully complete Marquette's athletic training major and the NATABOC certification exam are eligible for licensure under Wisconsin's Department of Regulation and Licensing. Each state sets its own criteria for licensure. Students need to check with the state regulatory agency in their intended area of practice to ensure that the correct requirements are met to be in compliance with their state's regulations for practice after graduation.

Transcripts

Requests for grade transcripts must be done through the Office of the Registrar, and can be requested on their website, or in person in Zilber Hall. The Program in Exercise Science is not able to fill these requests.

Athletic Training Student Code of Ethics

ATHLETIC TRAINING STUDENT CODE OF ETHICS

The following are professional guidelines adapted from the NATA Code of Ethics. The primary goal of these guidelines is the assurance of high quality health care.

1. Athletic training students shall respect the rights, welfare and dignity of all individuals. All athletes will be treated equally. Favoritism or discrimination is grounds for dismissal.
2. Athletic training students shall preserve the confidentiality of privileged information and shall not release or discuss any medical information. Discussing medical information with anyone other than athletic training staff is grounds for dismissal.
3. Athletic training students shall comply with applicable local, state, and federal laws and institutional guidelines.
4. Athletic training students must abide by the athletic training room dress code for daily work and games.
5. Athletic training students are expected to follow and meet NCAA guidelines.
6. Athletic training students shall accept responsibility for the exercise of sound judgment.
7. Athletic training students shall provide only those services for which they are qualified via education and/or experience.
8. Whenever possible, athletic training students are encouraged to participate and support others in the conduct and communication of research and educational activities that may contribute knowledge for improved patient care, patient or student education, and the growth of athletic training as a profession.
9. Athletic training students shall not engage in any form of conduct that constitutes a conflict of interest or that adversely reflects on the University.
10. Athletic training students shall not participate in any arrangement that exploits the athlete/patient.

Clinical Education

The clinical education component of the athletic training major refers to the time spent in the actual practice setting either on campus with the Marquette faculty and staff, or out in the community with an off-campus affiliated site. These experiences apply classroom learning to “real world” situations. In essence, this is the culmination of everything learned in the athletic training major. The Clinical Education Coordinator for Athletic Training and Practicum Coordinator for Exercise Science at Marquette University are responsible for developing and maintaining clinical sites and facilitating the selection of clinical placements.

Clinical Education Policy

The clinical rotations of athletic training students at Marquette must encompass and accomplish a variety of goals. Students must have opportunities to gain clinical experiences associated with a variety of different populations including genders, varying levels of risk, protective equipment, experience in both acute and traumatic injuries, exposure to upper extremity, lower extremity and trunk issues, medical experiences that address the continuum of care, exposure to clients and settings across the spectrum of socioeconomic and racial backgrounds. Clinical placements into the different setting and assignments to different clinical preceptors in those settings is determined by the Clinical Education Coordinator for Athletic Training, who considers all of the above criteria when planning students’ clinical placements, in addition to each student’s personal situation, interpersonal skills, history of clinical performance, timeliness, athletic training student rotation wishes and preferences, and each student’s professional goals. The ultimate goal of clinical rotations at Marquette is to prepare a student to function in a variety of settings and meet the domains of practice delineated for a certified athletic trainer in the profession.

The ATS’s clinical preceptors and practicum course instructor(s) must have the opportunity to regularly and frequently evaluate student progress and learning. Feedback is obtained and reviewed to ensure the effectiveness of the experience. The requirements defined in the clinical practicum course syllabi provide a framework to guide student clinical experiences and allow the Athletic Training Educational Program (ATEP) faculty and Clinical Preceptors to carefully monitor the clinical experience.

The duration and expectations of these clinical experiences is consistent with the expectations for all clinically related disciplines on Marquette’s campus and across the nation. Students are expected to complete the hours per week in the clinical setting identified in the practicum course syllabi. These hours are to be agreed upon by the ATS and the Clinical Preceptor, and can vary from week to week depending on schedules, competitions, competitive seasons, and academic requirements. A minimum number of hours is required for each practicum course, as well as a ceiling for the number of hours allowed, to protect the ATS’s time and academic endeavors. What follows is a brief description of the clinical education component in the Master of Athletic Training (MAT) at Marquette:

Clinical Education Requirements

Marquette University has specific requirements that each student must fulfill prior to each clinical experience. Proof of meeting the following requirements must be on file in the program office at least two weeks prior to the start of each clinical affiliation. Failure to meet these requirements may delay the start of your clinical experiences:

- 1) Proof of health insurance
- 2) Current First-aid and CPR certification (first-person hands-on rescuer)
- 3) Verification of current vaccinations on file with Exercise Science / Athletic Training office:
 - a) MMR – Two doses, or positive titers for all three (Measles, Mumps, and Rubella).
 - b) Tetanus – valid through entire length of clinical internship
 - c) Hepatitis B series or waiver
- 4) Completion of OSHA training (yearly)
- 5) TB test within two years of end date of clinical (some sites may require within 30-90 days of start of clinical), unless stricter guidelines are required by the site.

Students are also required to document proof of fulfillment of these requirements with the program, who will share with the clinical sites when asked for it. Students must also maintain a current record of these documents in case an issue arises during the clinical. Some clinical sites may have requirements above and beyond those of the University which students are expected to fulfill, or forfeit placement into that clinical setting. A replacement for that clinical experience is not guaranteed. This information will be kept in each student's file in the Exercise Science / Athletic Training office, and/or in a protected online database, currently e*Value, used by the program so that clinical sites may verify that a student has the required records for placement in their clinical site. Students are responsible for determining and satisfying additional requirements that a specific clinical site may have once it is established that a student is going to attend a given site. Additional requirements may include, but are not limited to, drug testing, criminal background checks, chest x-rays, additional physical examinations, etc. The results of those checks and/or tests may affect the student's eligibility for specific clinical placements.

Students are responsible for all personal costs such as travel, housing, meals, etc. required to complete the clinical experiences. Some clinical assignments may be extremely valuable, yet have higher associated costs for travel, meals, parking, clothing, etc. Students who are concerned about the financial aspects of clinical assignments should discuss these concerns early and often with the Clinical Coordinator so that lower cost clinical experiences that still accomplish the program goals can be explored with the student, and the student can be comfortable with the cost-benefit aspects of each clinical experience.

Clinical / Venue Specific Training and Safety

Upon initiation of any clinical experience or education, students are required to familiarize themselves with the site and venue specific policies, procedures, and emergency planning documents. Students must submit an Emergency Action Plan (EAP) for each venue that they are practicing in to the Clinical Coordinator via e*Value upload on the first day of the clinical to demonstrate that they have found and reviewed the plan(s). If no plan exists, students are to create the plan with the help of their Clinical Preceptor and the Marquette Clinical Education Coordinator for the site as part of their orientation. If no plan is in place, the clinical cannot continue.

Practicum Courses

Practicum I (Summer Year 1 - 2nd session)

It is vitally important to put classroom learning into a clinical perspective as soon as is possible. Thus, clinical experiences start immediately following initial classroom content and are implemented in the Practicum I during the second summer session. During Practicum I the students will function in the emergency setting in various off campus settings. These will include, but are not limited to, the Emergency Department (ED), Fire Department/Rescue Squad ambulance ride along, and other emergent care settings as determined by the Clinical Education Coordinator for Athletic Training. These settings will provide opportunities for observation and application of emergency skills developed in Emergency Care in Athletic Training (ATTR 7110). The goal of this Practicum is to familiarize the MAT student with the necessary skill set to perform and properly manage an emergency situation in the field. They can assist those individuals with certain aspects of treatments such as patient assessment, clinical decision making and other tasks and skills as directed by the supervising preceptor necessary to obtain a differential diagnosis in a medical emergency situation.

Requirements: Case logs, skills, and hours submitted weekly via the E*Value system.

Practicum II (Fall - Year 1)

MAT students start the year with a knowledge of emergency care procedures, CPR, taping, and other skills learned in Summer sessions of Principles and Emergency Care classes. In Practicum II MAT students begin to take responsibility for coverage of practices, games, athletic training room treatments, and general operations of the athletic training room under the direct supervision of Marquette's Athletic Training staff and faculty. MAT students complete two rotations over the course of the semester term in two different on campus athletic

training environments. Each rotation is performed under the direct supervision of a Marquette staff athletic trainer preceptor. As the year progresses, the MAT classes teach evaluation of specific musculoskeletal injuries throughout the body, and the MAT student is expected to apply that knowledge under direct preceptor supervision in the evaluation of athlete's in the clinical setting. Some intercollegiate sports, such as Men's and Women's basketball, are active during the winter break time period. Part of being assigned to the preceptors who work with these sports is an acceptance and understanding that you will be expected to register for a J-term course over the winter break to continue your clinical experience in that setting. You are not required to work with these particular preceptors in settings that happen outside of typical semester timeframes, but if you accept those assignments, that is the expectation.

Requirements: Case logs, skills, and hours submitted weekly via the E*Value system.

Practicum III (Spring - Year 1)

The Spring term of Year 1 in Practicum III MAT students will continue to participate in coverage of practices, games, athletic training room treatments, and general operations of the athletic training room under the direct supervision of Marquette's Athletic Training staff and faculty on campus. MAT students complete two rotations over the course of the semester term in two different on campus athletic training environments. Each rotation is performed under the direct supervision of a Marquette staff athletic trainer preceptor. As the year progresses, the MAT classes teach more in-depth evaluation of specific injuries of the spine, rehabilitation and neurological and psychological conditions and the MAT student is expected to apply that knowledge under direct preceptor supervision in the evaluation of athlete's in the clinical setting. During this semester, students will be participating in coursework that expands their knowledge of treatment options, management skills, general health and nutrition issues, and exercise prescription, and as these knowledge and skills are acquired, students are expected to apply them in the clinical setting with the supervising AT. Students assist in events and practices, providing evaluation and treatment to athletes, and are responsible for ensuring that the sport responsibility expectations of their present preceptor are met. They are involved in the day to day decision making about the athletic training needs of the athletes.

Requirements: Case logs, skills, and hours submitted weekly via the E*Value system.

Practicum IV (Summer Year 2 - 1st Session)

The first term of Summer year two MAT students experience clinical opportunities in the "non-traditional" setting. This setting will be a variety of physician offices, urgent care settings, industrial setting, and public safety setting, among other settings. This clinical setting provides the MAT student the opportunity to develop skills necessary to interact and work with other healthcare professionals. Students will work with a variety of healthcare professionals in the clinical setting which may include all or some of the following: physical therapist, nurses, physicians, physician assistants, as well as athletic trainers working in the non-traditional setting.

Requirements: Case logs, skills, and hours submitted weekly via the E*Value system.

Practicum V (Summer Year 2 - 2nd Session)

Practicum V occurs in the 2nd summer session of the second year of the program. This setting occurs in the high school setting working with clinical preceptors in preparation of the upcoming high school sports seasons. The purpose of Practicum V is dual purpose; not only to learn the task required for preparation for an upcoming season, but also it provides the opportunity for the MAT student to become familiar with the clinical preceptor and clinical site prior to the busy Fall sports season. In this setting MAT students will assist the HS clinical preceptor with all aspects of pre-season preparation which may include, but not limited to pre-season physical examinations, pre-season concussion baseline assessments, equipment/supplies preparation, among other task required by the clinical preceptor assigned. During this practicum the MAT student will be expected to take

more of a responsible role, while maintaining “supervised autonomy” learning experiences. This Practicum also prepares and familiarizes the MAT student with the increased hours often faced by the athletic trainer at the high school setting, as the MAT student has no concurrent coursework during this clinical experience. As such the weekly hour requirement is increased.

Requirements: Case logs, skills, and hours submitted weekly via the E*Value system.

Practicum VI (Fall - Year 2)

Practicum VI is the final clinical experience prior to the fully immersive practicum in the Spring. This practicum is a continuation from the summer term for the MAT student and occurs at the high school setting. During this clinical experience the MAT student will be expected to adopt a more “supervised autonomy” role while working with the clinical preceptor. Students will enhance their comfort with injury evaluation, initial treatment care, rehabilitative skills, and documentation skills while working under their clinical preceptor. More autonomy will be expected by the MAT student dependent on the comfort level of, and under the supervision of the clinical preceptor.

Requirements: Case logs, skills, and hours submitted weekly via the E*Value system.

Final Immersive Practicum (Spring – Year 2)

By the MAT student final semester, the student is expected to be capable of functioning in the clinical environment with little to no intervention from their clinical preceptor. The Immersion Practicum is a full-time immersive experience. For this final practicum, the goal is to place the MAT student in a clinical setting/location closely related to their desired area of practice after graduation. Students should start discussing the setting for this immersive experience early in the MAT program to best ensure a clinical setting they feel closely aligns with their desired career choice. The student will work under the direct supervision of a clinical preceptor in a “supervised autonomy” role. Under the direct supervision of the preceptor, the MAT student will oversee the coordination of coverage and healthcare of their patients/athletes in that setting. During this time, they work full time side-by-side with the clinical preceptor to experience the day to day schedule and demands of an athletic trainer in their desired clinical setting. At the completion of this clinical experience the MAT student is expected to function at the level of an independent entry-level athletic trainer.

Requirements: This practicum is a full-time immersive experience and can occur in a variety of settings within the realm of athletic training. As such hours per week will vary depending on the setting and the typical schedule of the identified clinical preceptor. Therefore, the weekly schedule will be determined by the clinical preceptor in conjunction with the program and MAT student.

Hour Requirements:

By its nature, athletic training competency is largely based on practice and repetition. There is no definite method to predict how many repetitions it will take a student to gain comfort and competency in a particular skill needed in the practice of athletic training. The hour requirements listed in the syllabi for each practicum experience within the MAT program are based on the minimum amount of time that Marquette faculty feel is needed to sufficiently expose the student to the various injury management techniques, taping, injury evaluation, and treatment techniques necessary for competent athletic training practice. There is no way to “schedule” specific injuries or situations to occur in the AT setting. Role playing is an effective method for learning the mechanics of acute injury management, but it is not sufficient to ensure competent performance of these techniques in real time and time-sensitive situations. Real time practice necessitates a student being present when the injuries occur or present themselves. The hour minimums embedded in the clinical courses are in place as a means of documenting that an athletic training student has had sufficient exposure to the variety of occurrences in the athletic training setting. These certainly are not maximums; a student who is not comfortable with their skills or those with low evaluation scores in their clinical rotations can and should

schedule themselves for additional practice in the clinical environment. On the other hand, as a group, MAT students are typically motivated and enthused to get into the clinical setting and practice with real situations. Hour maximums are in place in each clinical course to ensure that the program can protect the time of MAT students when either academic performance is a concern, or when the program is concerned about a clinical preceptor possibly taking advantage of the MAT student's help in managing their load. Students are allowed to exceed the hourly maximums for a given clinical course, but only after approval from the program faculty and clinical course instructor, who will ensure that the extra clinical time is not affecting classroom performance and is indeed valuable, warranted, and voluntary.

Clinical Supervision Policy

All clinical hours must be “directly” supervised by a clinical preceptor. The term “direct supervision” means that a clinical preceptor is physically present to intervene on behalf of the athlete being treated by the student should the student make an error. Students attend the clinical environment to practice their skills learned in the classroom and laboratory setting, and to become proficient at performing them. They are not expected to be proficient at these skills when they walk in the door. The function of a clinical preceptor is to provide feedback to the student on their performance, to teach alternate or more efficient methods of accomplishing tasks, and to ensure that the athlete is not adversely affected by the practicing athletic training student. This learning process cannot occur when the clinical preceptor is not present. Thus, to count for credit towards fulfilling the clinical education requirements, students must be directly supervised.

For the protection of all involved, athletic training students must be supervised by a preceptor in the clinical setting at all times. Unsupervised activity in an athletic training setting is not allowed. Athletic trainers in the state of Wisconsin must be licensed by the state medical examining board to practice. If a student is performing athletic training duties while unsupervised by a clinical preceptor, they are practicing athletic training without a license. Any student found to be practicing *athletic training* without proper licensure in the state of Wisconsin AND certification through the NATABOC will be appropriately reported to those agencies and will be subject to disciplinary action through those organizations and with the program as described in the conduct standards for the program.

Supervised Athletic Training Student

When directly supervised by a Clinical Preceptor, an MAT student can perform any skills in which he / she has been appropriately trained. If an MAT student has had a class or lab in which they learned a clinical skill, has successfully completed the skill with their course instructors, and feels comfortable with that skill, they are allowed to perform that skill when supervised directly by an athletic trainer or physician in their practicum setting.

A typical progression of student skills is listed below:

Year 1; Summer:	Emergency First Aid Skills, Ice application; basic taping skills as approved by clinical preceptor. Basic day to day ATR operations.
Year 1; Fall Term:	In addition to previous skill set; Lower Extremity & Upper Extremity Assessment, and basic use of various modalities, and basic sport nutrition knowledge.
Year 1; Spring Term:	In addition to previous skill set; evaluation of the spine; rehab of lower extremities, and neuro disorders/disease.
Year 2; Summer Term:	In addition to previous skill set; diagnostic imaging knowledge and sport psych awareness.

Year 2; Fall Term: In addition to previous skill set; pharmacology in sport, rehab of the upper extremity and spine, general medical disorders, and biomechanics & functional assessments.

Year 2; Spring Term: All skills to function as an entry level athletic trainer

Evaluation of Clinical Performance

Your participation and skill accomplishment are *tracked* as a part of the Practicum classes by use of the “Individual Clinical Education Plan” form electronically in the MAT’s e*Value software system. The semester goal forms are filled out at the beginning of each semester by the student and the instructor of their clinical class so that the student, the course instructor, and the preceptor are all aware of the goals and tasks to be accomplished in the clinical setting. This form will be available in e*Value at the beginning of each semester in your proficiency course packets.

A student’s performance on his/her clinical affiliation is judged on the basis of technical skills, clinical reasoning and professional behavior. These are *assessed* through the use of a Clinical Performance Evaluation Tool, which the clinical preceptor completes in e*Value for each student at the conclusion of the clinical rotation. Students learn early in the curriculum the importance of professional behaviors in clinical practice and how these essential skills augment clinical skills. Our experience with student performance in the clinical setting suggests that failures in the clinical practicum are predominantly due to inappropriate professional behaviors, rather than a lack of knowledge or technical skill. These behaviors are also assessed utilizing the same Clinical Performance Evaluation Tool in e*Value. The Conduct Standards section of the Athletic Training Student Handbook and in the Health Sciences professional graduate bulletin lists the procedures for addressing deficits in professional behaviors. Some students may require additional clinical time to sufficiently meet the knowledge, skill and professional behavior expectations for each clinical experience. Such additional time may delay or alter a students’ graduation date or prerequisite course timelines.

On-Campus Clinical Instruction Personnel

Clinical Education Coordinator for Athletic Training Education: Keith Owsley, MS, LAT, ATC, CSCS

Approved Clinical Preceptors

Brandon Yoder	Director of Sports Medicine (MBB)
Mary Wieczorek	Associate Athletic Trainer (WBB)
Aaron Doering	Associate Athletic Trainer (MLAX)
Kenny Wilka	Associate Athletic Trainer (WSOC)
Lisa VanHoose	Assistant Athletic Trainer (MSOC)
Andrew Wisniewski	Assistant Athletic Trainer (VB / Cheer)
Rahul Katbamna	Assistant Athletic Trainer (WLAX)
Maddie Grausam	Athletic Trainer (Aurora Sports Health, M/W CC & T&F, M/W Tennis)

Professional Phase Curriculum

MAT 1

Summer 1

<u>Session 1</u>		<u>Session 2</u>	
ATTR 7110: Emergency Management	3 cr	ATTR 7964: AT Practicum I	2 cr
<u>Session 3</u>			
ATTR 7135: Human Anatomy in Athletic Training		4 cr	
ATTR 7115: Athletic Training Principles		3 cr	
Total:			12 cr

Fall Term 1

ATTR 7966: AT Practicum II	3 cr
ATTR 7231: Eval of the UE	2 cr
ATTR 7230: Eval of the LE	3 cr
ATTR 7260: Modalities in Rehabilitation	3 cr
EXPH 7189 Nutrition and Ex Perf	4 cr
IPED 9705 Interprofessional Communication	0 cr
Total 15 cr	

Spring Term 1

ATTR 7968: AT Practicum III	3 cr
ATTR 7122: EBP in AT Practice	1 cr
ATTR 7232: Eval of the Spine	2 cr
ATTR 7261: Rehab of the LE	2 cr
ATTR 7270: AT Admin and Management	3 cr
ATTR 7470: Neuro Disorders and Disease	3 cr
IPED 9710 Interprofessional Values and Ethics	0 cr
Total 14 cr	

MAT 2

Summer 2

Session 3 (all summer)

ATTR 7480: Psych in Performance and Rehab (online) 3 cr

Total: 3 cr

Session 1

PHTH 7539:
Diagnostic Imaging
Testing 3 cr

ATTR 7970: AT
Practicum IV 2 cr

Total 5 cr

Session 2:

ATTR 7972: AT
Practicum V 3 cr

Total 3 cr

Fall Term 2

ATTR 7974: AT
Practicum VI 3 cr

ATTR 7120: Pharm in
AT 3 cr

ATTR 7262: Rehab in
AT - UE / Spine 2 cr

ATTR 7471: Systemic
Medical Disorders 3 cr

ATTR 7570:
Biomechanics of
Injury 3 cr

IPED 9715:
Interprofessional
Teams and Teamwork 0 cr

Total 14 cr

Spring Term 2

ATTR 7976 AT
Immersion Practicum 14 cr

ATTR 7997: Capstone
Project in AT 2 cr

IPED 9720
Interprofessional
Roles and
Responsibilities 0 cr

Total 16 cr

MAT = 82 Credits

Graduation Requirements for the Master of Athletic Training

The requirements for graduation from the Master of Athletic Training are spelled out in each student's Health Sciences Professional Program Graduate Bulletin.

Graduation Awards

The following awards are available – not all awards are issued every year depending on the faculty nomination and decision process.

Mission Award

Graduating MAT students will be given the opportunity to nominate classmates and the faculty will select the winner(s).

This recognition is awarded to the graduate(s) who typifies the key elements of the Marquette University Ethos Statement including consistent demonstration of the following:

- ❑ Personal and professional excellence
- ❑ A life of faith
- ❑ Leadership
- ❑ Service to others
- ❑ Respect and care for self and others

Clinical Award

The faculty may bestow this award on the graduate(s) recognized as an exceptional clinician based on the following criteria:

- ❑ Outstanding work at the clinical site
- ❑ Superior evaluation scores
- ❑ Demonstration of extraordinary clinical practice as evidenced by comments/conversation with clinical supervisor.

PROGRAM TECHNICAL STANDARDS

MARQUETTE UNIVERSITY

MASTER OF ATHLETIC TRAINING

TECHNICAL STANDARDS FOR ADMISSION AND RETENTION

The Master of Athletic Training Educational Program at Marquette University is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Educational 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 Athletic Training Educational 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 NATABOC certification exam.

Candidates for selection and retention to the Athletic Training Educational Program must demonstrate:

- 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.
- 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. This includes the safe lifting and transporting of patients. This also includes the ability to successfully pass and maintain certification by the American Heart Association in one- and two-person adult CPR, infant and child CPR and the use of an automatic electronic defibrillator (AED).
- The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.
- The ability to record the physical examination results and a treatment plan clearly and accurately.
- The capacity to maintain composure and continue to function well during periods of high stress.
- The perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced.
- Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
- Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for selection to the athletic training educational 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.

Disability Services, Office of Student Educational Services 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.

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.

Student Name (printed)

Signature of Applicant (or parent / guardian
if under 18)

Date

Alternative statement for students requesting accommodations.

I certify that I have read and understand the technical standards of selection listed above and I believe to the best of my knowledge that I can meet each of these standards with certain accommodations. I will contact Disability Services, Office of Student Educational Services to determine what accommodations may be available. I understand that if I am unable to meet these standards with or without accommodations, I will not be admitted into the program.

Signature of Applicant (or parent / guardian
if under 18)

Date

Percutaneous Exposure Incident Report

Date: _____ Time: _____

Person obtaining report: _____

Exposed Student Information

Name: _____ Phone #: _____

MUID: _____ DOB: _____

Exposure date/Time: _____

Exposure location: _____

Description of exposure and immediate treatment:

Referral site: _____

Source Information

Name: _____ Phone #: _____

DOB: _____

Risk Factors: _____

Referral site: _____

STUDENT HANDBOOK RECEIPT FORM

I, _____ acknowledge receipt of the Marquette University Master of
(Print Name)

Athletic Training Student Handbook. I certify that I understand that it is my responsibility to be informed of its contents.

Signature

Date