



Baylor University

**Master of Athletic Training
Student Handbook**

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Section 1: Programmatic Overview

Mission

The Master of Athletic Training (MAT) Program offers a nationally competitive clinical and didactic education aimed at the development of scholars and leaders who will advance the profession of athletic training. The MAT develops a contemporary clinician with the ability to practice with other medical professionals in a variety of healthcare settings.

Program Goals and Outcomes

1. Baylor's MAT program will provide students with a variety of quality clinical educational experiences in an effort to enhance transition to practice (quality clinical education).
 - Students will be provided/exposed to diverse clinical experiences.
 - Clinical sites will provide students with educational opportunities.
 - Preceptors will provide students with educational opportunities at assigned clinical sites.
2. Baylor's MAT program will provide students with a rigorous and quality graduate education throughout his/her tenure in the program (quality of instruction).
 - Faculty will demonstrate effective didactic instruction.
 - Preceptors will demonstrate effective clinical instruction.
 - All individuals involved with the MAT program will be properly credentialed.
3. Baylor's MAT program will develop competent, contributing, and innovative entry-level BOC Certified Athletic Trainers who can function at varying levels in a variety of health settings (program effectiveness)
 - Graduates will be provided with the knowledge, skills and competency to practice as a certified athletic trainer.
 - Students will be provided with opportunities to engage with other healthcare professionals with specialized training in providing advance patient care techniques.
4. Baylor's MAT program will produce graduates that adhere to appropriate professional code of ethics and licensure standards.
 - The MAT program will develop certified athletic trainers for entry-level employment having upheld professional moral and ethical standards.

Student Learning Goals and Outcomes

1. Students will utilize/develop appropriate/effective interpersonal and professional skills/behaviors when interacting with various populations.
 - Students will demonstrate competence in oral and written communication skills to all persons involved in comprehensive patient care.
 - Students will be able to assemble and present relevant information in a variety of topics and courses.
 - Students will be able to utilize non-verbal and verbal cues or strategies to professionally represent themselves during conversations or interaction of different types.
2. Students will use critical thinking and problem-solving skills both in classroom and clinical environments to make sound clinical decisions.
 - Students will develop the ability to apply anatomical, biomechanical and physiological knowledge to the treatment and care of patients.
 - Students will develop the ability to apply anatomical, biomechanical and physiological knowledge to the evaluation of patients.
 - Students will be able to explain and implement appropriate preventative strategies that facilitate a safe environment for diverse physically active populations.
3. Students will develop sound research and evidence-based practice techniques/skills.

- Students will utilize evidence- based practice information and skills to facilitate appropriate care for a variety of populations.
 - Students will develop the ability to answer a clinically relevant research question through scientific discovery.
4. Students will construct a contemporary professional framework for collaborating across varying disciplines/profession.
- Students will demonstrate the ability to practice alongside other health care professionals to promote positive patient outcomes.
 - Students will demonstrate knowledge of how other health care professionals' function within the context of patient care.
 - Students will establish leadership strategies to promote athletic training within varying communities.
 - Students will utilize contemporary approaches in clinical decision making for patient care.

Admission/Matriculation Requirements

In order to be offered admission students will:

- Be admitted to Baylor's Graduate School
- Cumulative grade point average of 3.0 or higher
- Completion of a baccalaureate degree (students in the joint degree program must complete a minimum of 106 undergraduate credit hours)
- Completion of the following prerequisite coursework prior to application
 - Human Anatomy (class and lab) at least 4 credit hours
 - Human Physiology (class and lab) at least 4 credit hours
 - Statistics 3 credit hours
 - Nutrition 3 credit hours
 - Medical Terminology 3 credit hours
 - Physics (class and lab) at least 4 credit hours
 - Psychology 3 credit hours
 - Biology (class and lab) at least 4 credit hours
 - Chemistry (class and lab) at least 4 credit hours
- Students must receive a "C" (2.0) or better in all prerequisite coursework
 - Note: all prerequisite courses must be completed prior to the first day of the program
Students failing to receive a "C" or better in any course prior to the first day of class will not be allowed to enroll in courses.
- Completion of a total of 100 observations hours under the supervision of a licensed and/or certified Athletic Trainer.
 - These hours cannot be completed at any clinical sites currently being utilized by the Baylor Master of Athletic Training Program.
 - Students must report observation hours from at least two different athletic trainers
- Completion of an application packet
- Signed copy of the written technical standards (Appendix A)
- Current emergency cardiac care certification
- Joint degree applicants must have completed all undergraduate courses outlined in the course audit prior to the first day of class. Students will only be allowed to take one undergraduate class while enrolled in the MAT program. The class must be the last of the restricted elective courses included in the joint degree plan.

Immunizations

Students are required to obtain all of the vaccines required by local health systems (e.g., Baylor Scott & White, Ascension Providence Health Systems) and in line with federal mandates of healthcare workers. To enroll in the MAT program, students are currently required to obtain the following vaccinations:

- Hepatitis B vaccination series (3 vaccines)
- MMR vaccination series (two vaccines or titer showing immunity)
- Varicella vaccination (2 vaccines or titer showing immunity)
- Tdap vaccination (valid for ten years, must include pertussis)
- COVID-19 (complete series based on manufacturer guidelines)

To continue in the program, the student must maintain all above vaccinations as well as annual completion of:

- TB test (T-spot or two-step TB test, valid for 12 months)
- Flu shot (due October 1, valid until the following March)

Vaccine requirements are subject to change while the student is enrolled the program. In such a case, a student who is not compliant with updated vaccine mandates outlined by clinical site standards may be required to delay graduation. Official documentation of the above vaccinations must be received by the clinical coordinator before the start of the MAT program. The student may submit original documentation from a healthcare provider or a copy of the immunization record from the Health Center at Baylor University. Anytime a new vaccination is received (e.g., to prove yearly flu vaccination) an updated vaccination record must be provided within one week. Please note that students will be assigned to clinical experiences at agencies outside of Baylor University. Failure to provide updated vaccination records will preclude the student's ability to begin subsequent clinical placements and result in delayed graduation.

COVID-19 Vaccination

The MAT program is currently requiring the COVID vaccination. The CAATE requires students to obtain clinical experiences that focus on general medical conditions among a variety of patients. Currently, all the of the clinical sites offering these experiences require students to be vaccinated against COVID-19. Students who are vaccinated against COVID-19 will NOT be able to complete the clinical requirements necessary to graduate from the program.

Master of Athletic Training Degree Requirements

The following are the requirements for completion of the MAT degree for students who received a baccalaureate degree prior to enrollment into the MAT program:

- Successful completion of the required 52 hours of graduate coursework outline in the course planner.
- Maintain a cumulative GPA of 3.0 or greater throughout duration of the MAT program.
- Successfully complete all assigned clinical experiences and associated paperwork.
- Receive a passing grade on all sections of the comprehensive examination.
- Prepare one (1) abstract for potential submission to a refereed journal or national/regional conference (parameters, requirements and deadlines are established in the Research Handbook).
- Continuation to the next semester requires that the minimum grade requirement ("C" or better or a grade of "pass" in a pass/fail course) is met for all coursework from the previous semester.
 - If a student fails a course and is in good academic standing with a cumulative programmatic GPA of 3.0 or better, the student must reenroll in the course at its next offering.
- Demonstrate continued suitability for professional practice.

- Be in good standing with the MAT program.

Joint Program (HSS/MAT) Degree Requirements

Students enrolled in the joint degree program must complete the requirements of both the Health Science Studies and MAT program prior to graduation. The following are the requirements for completion of the MAT degree for students in the joint degree program:

- Successfully complete 124 undergraduate and 52 hours of graduate coursework outlined in the course planner. Students will receive 15 hours of dual credit.
- Successfully complete all assigned application paperwork and receive admittance into the MAT program.
- Student who withdraw or are removed from the MAT portion of the program will default to the graduation requirements of the HSS degree. A student failing to meet the requirements of both programs will not be allowed to graduate from either degree program. Students who fail to complete the MAT degree plan will be required to complete the necessary number of undergraduate credit hours and complete an internship to satisfy the requirements of the HSS program.
- Maintain a cumulative GPA of 3.0 or greater throughout duration of both programs.
- Successfully complete all assigned clinical experiences and associated paperwork.
- Receive a passing grade on all sections of the comprehensive examination.
- Prepare one (1) abstract for potential submission to a refereed journal or national/regional conference (parameters, requirements and deadlines are established in the Research Handbook).
- Continuation to the next semester requires that the minimum grade requirement (“C” or better or a grade of “pass” in a pass/fail course) is met for all coursework from the previous semester.
 - If a student fails a course and is in good academic standing with a cumulative programmatic GPA of 3.0 or better, the student must reenroll in the course at its next offering.
- Demonstrate continued suitability for professional practice.
- Be in good standing with the MAT program.

Expense Summary

Baylor University Tuition and Fees

Graduate Tuition for Year 1	~\$ 27984.00
Graduate Tuition for Year 2	~\$ 23327.00
Total Cost of Tuition	~\$ 51311.00 *

**This includes tuition remission.*

MAT Program Required Fees

Graduate Application Fee	\$50.00
Seat Deposit (applied toward student account)	\$500.00
Program Course Fees	~\$250 total
Parking	\$0-\$400 (based on lot selected)
Clothing	AT specific shirts are covered by course fees. Students may be provided clothing by individual clinical sites. Students are

	responsible for buying any clothing not provided (e.g. khaki pants)
Attestation	Varies by clinical placement ~ \$150
Background Check	Varies by clinical placement~ \$50
Immunizations	Immunizations required for the program (e.g., varicella, Tdap) and continual immunizations based on clinical placements (e.g., TB testing, flu shot) ~ \$ \$50
Drug Testing	Varies by clinical placement ~ 50-\$100
Textbooks/EMR Software	~\$1,250 total
Electronic Student Portfolio	Covered by course fees
Liability Insurance	Provided by university
BOC Exam Review Tests	~\$60.00
BOC Exam	Application \$50.00 Exam \$300.00
Graduation Regalia	Variable, available to purchase or rent
Travel Expenses	Students are responsible for travel expenses associated with transportation to and from clinical placements. Includes costs associated with off-campus sites and internships.
Advanced Certification Credentialing Fees (e.g. ART, FMS, PRI)	Advanced certification content will be included in curriculum. Credentialing is optional. (Variable ~\$200-\$500)

Optional Fees

NATA Dues	New ~\$60, Renew ~\$80
SWATA Competency Workshop	~\$60.00
SWATA Annual Meeting	~\$25.00
NATA Annual Meeting & Clinical Symposia	~\$99.00

Financial Aid

The following outlines the scholarship opportunities for all MAT students:

- All students who enroll in the MAT program will receive a minimum tuition remission of 50% per semester. However, students on programmatic probation will not be eligible to receive any programmatic tuition remission.
- MAT students can also apply for scholarships offered through the graduate school at Baylor University. The opportunities with associated deadlines can be found at <https://www.baylor.edu/scholarships/index.php?id=1997>.
- Scholarship opportunities are also available through professional organizations (e.g. NATA, NATA Research & Education Foundation). It is the responsibility of the MAT student to investigate these funding sources.

Additional financial resources offered at Baylor University can be found on the website for the office of Student Financial Services (www.baylor.edu/sfs).

MAT students can also apply for Federal Student Aid through the Office of the U.S. Department of Education by completing a Free Application for Federal Student Aid (FAFSA). MAT students can find information on this program at www.fafsa.ed.gov.

Section 2: Academic Experience

Joint Degree Program Five Year Plan

First Year

Fall Semester **18 hrs.**
BIO 1305 Modern Concepts of Bioscience
BIO 1105 Modern Concepts of Bioscience I Lab
CHA 1088 Chapel (And credit-bearing NSE or BU-1000)
Fine Art & Performing Art 3 hours
LF Activity 11 _____ (1 s.h.)
MTH 1320 or 1321 Mathematics (Pre-req for PHY)
REL 1310 Christian Scriptures
CH 1301 Basic Principles of Modern Chemistry
CHE 1101 General Chemistry Lab

Spring Semester **18 hrs.**
BIO 1306 Modern Concepts of Bioscience
BIO 1106 Modern Con. of Bioscience II Lab
CHA 1088 University Chapel
ENG 1310 Writing and Academic Inquiry
HED 1350 Dimensions of Health Science Studies
HP 1420 Human Anatomy
PUBH 1145 Health and Human Behavior
REL 1350 Christian Heritage

Second Year

Fall Semester **18 hrs.**
Upper Level: Research, Writing, & Literature 3 hours
HP 2420 Exercise Physiology
3-4 hr. Foreign Language & Cultures
PHY 1408 Physics or Natural and Behavioral Science I
**Restricted Elective
1 hr. LF Activity

Spring Semester **18 hrs.**
BIO 4432 General Human Anatomy or BIO 2401 Human Anatomy
3-4 hr. Foreign Language & Culture
3 hr. Statistics
PHY 1409 Physics or Natural and Behavioral Science II
CLA 3381 Medical Terminology
1 hr. LF Activity

Third Year

Fall Semester **18 hrs.**
CSS 1301 or 1302, Public Communication
ENG 2310 American Literary Cultures
NUTR 3314 Consumer Nutrition
PSC 1387 The US Constitution
HP 2306 Anatomical Kinesiology
PSY 1305 Psychological Science

Spring Semester **16 hrs.**
BIO 3322 Human Phys & Lab or BIO 2402 Human Anatomy & Phys
HIS 1300 US in Global Perspective
HP 2341 Prevention & Care of Ath Injur or HP 2304 Adv First Aid
MGT 3301 Manage People in Organizations
HP 3330 Research Methods in Design & Exercise Science

Master of Athletic Training

Summer Term Year 1 **9 hrs.**
HP 5301 Introduction to Patient Care
HP 5302 Evaluation and Diagnosis I
HP 5379 Research Methods in HHPR

Fall Semester Year 1 **11 hrs.**
HP 5401 Evaluation and Diagnosis II
HP 5303 Therapeutic Interventions I
HP 5110 Clinical Education
STAT 5300/EDP 5334 Statistical Methods

Spring Semester Year 1 **9-12 hrs.**
HP 5402 Evaluation and Diagnosis III
HP 5403 Therapeutic Interventions II
HP 5110 Clinical Education
**Restricted Elective (HSS students only)

Summer Term Year 2 **4 hrs.**
HP 5110 Clinical Education
HP 5304 Concepts in Injury Management

Fall Semester Year 2 **9 hrs.**
HP 5110 Clinical Education
HP 5306 Project in Athletic Training or HP 5V99 Thesis
HP 5201 Administrative Topics in AT
HP 5307 Interdisciplinary Approach to Healthcare

Spring Semester Year 2 **10 hrs.**
HP 5110 Clinical Education
HP 5306 Project in Athletic Training or HP 5V99 Thesis
HP 5308 Professional Preparation and Current Topics in AT
HP 5305 Advanced Patient Care

Master of Athletic Training Degree Program Planner

Summer Term Year 1

9 hrs.

HP 5301 Introduction to Patient Care†
HP 5302 Evaluation and Diagnosis I†
HP 5379 Research Methods in HHPR†

Fall Semester Year 1

11 hrs.

HP 5401 Evaluation and Diagnosis II†
HP 5303 Therapeutic Interventions I†
HP 5110 Clinical Education†
STAT 5300/EDP 5334 Statistical Methods

Spring Semester Year 1

9 hrs.

HP 5402 Evaluation and Diagnosis III†
HP 5403 Therapeutic Interventions II†
HP 5110 Clinical Education†

Summer Term Year 2

4 hrs.

HP 5110 Clinical Education†
HP 5304 Concepts in Injury Management†

Fall Semester Year 2

9 hrs.

HP 5110 Clinical Education†
HP 5306 Project in Athletic Training† or HP 5V99 Thesis†
HP 5201 Administrative Topics in AT†
HP 5307 Interdisciplinary Approach to Healthcare†

Spring Semester Year 2

10 hrs.

HP 5110 Clinical Education†
HP 5306 Project in Athletic Training† or HP 5V99 Thesis†
HP 5308 Professional Preparation and Current Topics in AT†
HP 5305 Advanced Patient Care†

†Indicates a course containing athletic training knowledge, skills, or abilities.

Academic Advising

MAT coursework is structured in a sequential and finite manner. The MAT will enroll in the courses listed in the degree program plan for a given semester. Thus, it is not necessary for an MAT student to receive formal advising related to courses required for graduation from the MAT program. The director of the MAT program will serve as the academic advisor for all other matters related to the MAT program. The program director will follow the student's progress through the program and serve as an advocate for student rights and concerns. The program director will only offer guidance in academic, clinical, or career issues. Tutorial and other academic assistance is available based on the individual student's needs. If the student is in need of personal or psychological counseling for whatever reason, the student should contact Counseling Center (710-2467) or at http://www.baylor.edu/counseling_center.

Transfer of Credit

Students will not be permitted to transfer into the MAT program. Students must take MAT coursework in sequence. Transfer credit will not be granted for courses within the MAT curriculum.

Students may transfer into the undergraduate portion of the joint degree program. Policies associated with transferring credit into the pre-AT track can be found here:

<https://www.baylor.edu/registrar/index.php?id=86532>.

Academic Calendar

The MAT program follows Baylor University's academic schedule for all recognized school closings (<https://www.baylor.edu/calendar/index.php?t=academic>). Program specific dates can be found in Appendix B.

Section 3: Clinical Experience

Clinical Experience Requirements

Clinical experiences within the MAT Program serve to provide real-time application of skills that will enhance the MAT student's didactic learning. The intent of these clinical experiences is to give the MAT students exposure to a variety of patients, practice settings, and healthcare providers. These experiences will allow MAT students to practice and master the skills of the profession while providing safe and adequate health care for patients under the direct supervision of a preceptor. These real-life experiences also help to prepare the MAT student in other aspects of the Athletic Training profession such as developing or improving interpersonal relationships, leadership skills, and administrative responsibilities. At no time is the MAT student expected nor required to take the responsibilities or position of a clinical setting staff member.

Clinical experiences are part of the Clinical Education course (HP 5110) which will be repeated five (5) times for course credit. Each section of the Clinical Education course has separate clinical skills requirements that are outlined in the course syllabi and Professional Preparation Portfolio. The specific types of placements are outlined below. Each placement is designed with a start and end date and weekly average hour parameters. The clinical experiences are designed to help students transition to practice as an athletic trainer. As such, day-to-day and week-to-week interaction over the entirety of the clinical experience is expected. In the second year of the program, each student will be required to complete one clinical internship at an approved off-campus location and one clinical immersion. Students may request to be approved for two clinical internships. The second internship would take the place of the clinical immersion. Request for approval instructions is outlined on page 10. Students who fail to comply with the clinical education hour policy (pages 14-16) for each clinical placement in each semester, will be given a grade of "I" for the course. Students who fail to complete the course requirements, will not be allowed to enroll in subsequent sections of clinical education until the "I" is resolved.

Clinical Placement

The fall and spring sections of Clinical Education will have two (2) placements at an approved clinical site. An MAT student may have two subsequent placements at the same clinical site. For these placements, each student is required to obtain a weekly average minimum of 18 and a maximum of 34 clinical experience hours per week, with a required one day off per week. Additionally, the first fall Clinical Education course will include a pre-season assignment. Any portion of pre-season that overlaps with summer coursework will have a weekly average minimum of 18 and a maximum of 26 clinical hours per week, with a required one day off per week.

Clinical Immersion

Clinical immersions are designed to expose the students to a full working schedule of an athletic trainer. Students will complete a clinical immersion in HP5110.03/83 (second year summer) or HP 5110.04 (second year fall) at a site assigned by the MAT faculty. Each MAT student is required to obtain a weekly average minimum of 30 and a maximum of 60 clinical experience hours per week, with a required one day off per week.

Clinical Internship

Clinical internships are designed to allow the student to gain experience in a clinical setting that closely lines up with personal and professional career goals. Clinical internships can occur in HP5110.03/83 (second year summer) or HP 5110.04 (second year fall) at a site approved by the MAT faculty. The clinical internship can occur at any point in the summer term or during the last half of the fall term. Summer clinical internships must span a minimum of six weeks and fall clinical internships must span the dates outlined by the MAT faculty for clinical rotation 7 (please see MAT calendar). For summer

internships, each MAT student is required to obtain a weekly average minimum of 30 clinical experience hours per week. The maximum hours per week should fall in line with other interns and/or staff at the internship site. Since fall internship students will still be enrolled in didactic coursework, all fall internships must follow the clinical immersion hour guidelines.

Each MAT student must submit an internship acceptance form (Appendix C) along with an internship application through the internship coordinator (Dr. Kim Smith). A link for the internship application can be found at <https://www.baylor.edu/hhpr/index.php?id=60249>. Prior to submitting the application, the MAT student should be in communication with the requested clinical site to identify a potential supervisor and to establish a mutual understanding of the parameters of the clinical placement (e.g., length of placement, sample daily responsibilities). Please refer to the MAT calendar (Appendix B) for due dates associated with requesting a clinical internship site.

Double Internship Request

The MAT program structure allows students to replace the clinical immersion with a second clinical internship. This allows students to select a second internship that is in line with career goals, offers a unique exposure (e.g., targeted patient population, varied employment responsibilities, networking opportunities), and/or will otherwise enable the student to make an informed decision regarding their future career opportunities. A second internship has the potential to have an increased academic and financial demand on the student. For these reasons, an approval process is required. In the fall semester of the first year, students will submit an intent to pursue a double internship through their Clinical Education course (including as much of the information in the below list as possible). This serves as a notification to MAT faculty and allows for follow-up conversations to occur if needed. Prior to submitting either internship application, the student must email the MAT faculty outlining the following information:

- Internship site locations
- Timing (summer/fall) for each internship site
- Reason for pursuit of a second internship (e.g., unique exposure, career goals)
- Plan to mitigate any potential for academic or financial strain
- Indicate which internship is the preferred site if only one internship application is approved
- Statement of understanding that approval of a double internship prevents the student from submitting a Clinical Experience Extension for the summer internship
- A statement of understanding that the student recognizes and assumes the academic expectations and financial costs associated with completing a second internship

The MAT faculty may request additional information in the form of an email or meeting prior to rendering a decision. In order for the request of two internships to be approved, the following criteria must be met:

- The student is in good standing with the MAT program, the Graduate School, and Baylor University
- No conflict exists with a required academic experience for the student
- The request does not infringe upon another student's required academic experience
- Extenuating circumstances

The student will receive a response from the MAT faculty outlining the decision. If a student's status changes after submission/approval of the request for double internship (e.g., the student is no longer in good standing), the MAT faculty reserve the right to revoke approval of a second internship at any point prior to the internship start date. The student should follow the process for an internship application (outlined above) for both internships. Please note, only one new contract will be generated for each student. Students approved for a double internship must utilize at least one internship site with an existing contract.

Clinical Experience Placements

A MAT student is assigned to a clinical experience based on type of experience as well as such considerations as the student's strengths and weaknesses, career interests and goals, and prior experience. Additional factors, such as availability of preceptors and physical capacity of the site, are also considered in assignment of MAT students to clinical experiences. Procedures related to how a student progresses to autonomous practice through clinical site experiences and the selection of clinical site experiences can be found under Program Resources on Typhon Group. The MAT faculty use a data driven approach, in addition to the above factors, to make these determinations. The Clinical Coordinator will coordinate (i.e., make assignments and changes) all clinical experiences, with the approval of the Program Director.

Students will be exposed to patients with a variety of health conditions and varied patient populations. When possible, these instances will occur during clinical experience placements. Any areas not included in a clinical placement will be covered in scenario-based learning.

Patient exposures will include:

- Patients across the lifespan (e.g., pediatric, elderly)
- Varied socioeconomic statuses
- Different sexes
- Varying levels of activity and athletic ability (e.g., recreational, individual, team)
- Patients involved in non-sport activities (e.g., military, leisure activities, industrial)

Type of clinical placements include:

- Collegiate athletics
- High school athletics
- Military hospital
- Various physician practices

The specific start and end dates for each clinical experience are outlined in the MAT program calendar (see Appendix B), unless otherwise delineated by the preceptor (due to preseason or postseason) or Clinical Coordinator (specifically with off-campus experiences). Some required Clinical Experience Documentation is included in Appendix C.

Clinical Experience Extension

A MAT student may request an extension to their clinical placement, immersion or internship if they want their clinical experience to occur beyond the dates outlined in the MAT calendar (see Appendix B). The MAT student will request the CE extension via Typhon Group as an event request. Event requests require the following information:

- Start date (of extension)
- End date (of extension)
- Event name (Requested CE Extension)
- Course
- Clinical Site
- Preceptor
- Reason for request

The MAT student should request an extension of CE dates as soon as possible. Extensions requested within two (2) weeks of the established CE dates may not be approved due to lack of time for the approval process to be completed. The requested dates must provide a seamless transition with the established CE dates outlined in the MAT calendar (e.g., requested extensions must not have a time gap between the extension and the established dates). The "reason for request" must provide sufficient information for the MAT faculty and preceptor to make an informed decision regarding the request. The

event request in Typhon will generate an automated e-mail to the CCE. If insufficient information is provided, the CCE may request additional information from the MAT student. The CCE will then send information from the event request to the identified preceptor and MAT faculty for approval. In order for the request to be approved, the following criteria must be met:

- The student is in good standing with the MAT program, the Graduate School, and Baylor University
- No conflict exists with a required academic experience for the student
- The request does not infringe upon another student's required academic experience
- The timing does not cause undue academic strain (e.g., finals week, minimester coursework)
- The dates provide sufficient time to transition (e.g., returning to campus from an internship)
- Absence of extenuating circumstances

A decision will be made within two (2) weeks of the event request submission. Notification of approval/denial of the event request will be made through Typhon Group. A CE extension may result in additional course requirements in the Clinical Education course (HP 5110) above and beyond those that are required for students that do not request a CE extension (e.g., an additional journal submission). Any additional course requirements will be outlined by the course instructor. Additionally, clinical experience extensions are still governed by all applicable MAT policies within the MAT handbook (e.g., case logs, time logs, dress code, attendance policy).

Special Event Request

If a student wants to gain additional experience at a clinical site where they are not assigned (e.g., track meet, Bearathon), they may submit an event request in Typhon Group for "special event." Students may choose to use this mechanism to get an additional exposure, supplemental hours or as directed by MAT faculty. Similar to CE extension requests, a special event request requires the following information:

- Start date (of special event)
- End date (of special event)
- Event name (Student submit: Special Event)
- Course
- Clinical Site
- Preceptor
- Reason for request

The MAT student should submit a special event request as soon as possible. Requests within two (2) weeks of the event date(s) may not be approved due to lack of time for the approval process to be completed. The "reason for request" must provide sufficient information for the MAT faculty and preceptor to make an informed decision regarding the request. The event request in Typhon will generate an automated e-mail to the CCE. If insufficient information is provided, the CCE may request additional information from the MAT student. The CCE will then send information from the event request to the identified preceptor and MAT faculty for approval. In order for the request to be approved, the following criteria must be met:

- The student is in good standing with the MAT program, the Graduate School, and Baylor University
- No conflict exists with a required academic experience for the student
- The request does not infringe upon another student's required academic experience
- The timing does not cause undue academic strain (e.g., finals week, minimester coursework)
- The dates provide sufficient time to transition (e.g., returning to campus from an internship)
- Extenuating circumstances

A decision will be made within two (2) weeks of the event request submission. Notification of approval/denial of the event request will be made through Typhon Group. A special event may result in additional course requirements in the Clinical Education course (HP 5110) above and/or the completion

of additional venue-specific training requirements. Any additional course requirements will be outlined by the course instructor and/or CCE. Additionally, special event requests are still governed by all applicable MAT policies within the MAT handbook (e.g., case logs, time logs, dress code, attendance policy).

Disruption of Clinical Experiences

Only in the event that a clinical experience is disrupted due to circumstances beyond a student's control such as acts of God (e.g., hurricane, flood, fire), war/acts of terrorism, epidemics, acts of government authorities, and certain accidents (e.g., economic hardships, major illnesses), the following policy may be enacted. If a clinical experience is disrupted for any of the reasons above, the MAT faculty will work with the clinical site to arrange for an alternative experience(s) when possible. If an alternative experience(s) is unable to be arranged, the following guidance should be used. Each clinical experience occurring within a semester will count for course credit if the minimum clinical experience hours were achieved for at least four (4) weeks. According to CAATE standards, if a student is completing an immersive or internship experience, at least one of the immersive/internship experiences must have four (4) weeks must be consecutive. Due to the shorter nature of pre-season clinical placements, interruption of a pre-season experience will likely result in the experience being repeated. Clinical experiences that do not meet this requirement must be extended or repeated by the student as outlined by the MAT faculty in order to be counted for course credit. Students should refer to the relevant course syllabus for more information regarding course completion requirements including information regarding course grades of an incomplete. For example, the MAT faculty may work with the student and clinical site to extend the end date of a clinical experience beyond the end of the semester in order to complete the required minimums. Clinical experience extensions arranged by the MAT faculty will follow the criteria for approval as outlined in the clinical experience extension policy (page 9). If the disruption is due to an illness or communicable disease, the student must comply with the communicable disease policy (page 32). In the event of a hospitalization or long-term condition, the MAT student should review the information provided by the Student Health Center (<https://www.baylor.edu/healthservices/index.php?id=961668>) for frequently asked questions and a list of applicable university resources. In the event that a clinical experience is interrupted requiring the student to be absent from their clinical placement for multiple days, the student is to use the "request event" feature in Typhon Group to document the gap in time logs.

Program Leave

During the course of the MAT program students may need to suspend their progression through the program for a variety of reason (e.g., financial hardships, major illnesses). Students who are in good standing with the Graduate School and MAT program can voluntarily suspend their progression through the program for one of these reasons. If the student has an intent to return to the program at a later date, they will need to file a request for leave to the Program Director through the predetermine mechanism.. The request with then be reviewed by the MAT core faculty for approval. As part of the approval process, the student will need to identify a potential reentry date and show the hardship has been resolved. Students must reenter the program at the point of leave. At the point of reentry students will need to be compliant with all documentation (i.e. CPR, immunizations, technical standards, etc.) as well as other identified criteria. Additionally, students who leave prior to completion of the internship requirement, will still be responsible for completing one off-campus experience as outlined in this handbook. Students will need to be in contact with the CCE for application deadlines relevant to the internship experience..

Practice Boundaries and Supervision Status

A preceptor must be physically present in order to intervene on behalf of the MAT student and the patient(s). Under NO circumstances are MAT students allowed to travel, provide healthcare coverage of any activity (e.g., practice, game, conditioning), or provide athletic training services (e.g., wound care, taping, treatment, rehabilitation) without the presence of the preceptor. Under direct supervision of the preceptor, an athletic training MAT student is only allowed to apply athletic training related skills that are within the MAT student's level of education, competency and proficiency. MAT students should not complete any skills or duties that fall outside the Athletic Trainers Administrative Rules (www.tdlr.texas.gov/AT/ATrules.htm).

The MAT students and preceptors should function as a unit, to ensure that the student is supervised while performing clinical skills (e.g., entering examination room together, attending team activities at the same time, transitioning between clinic facilities). Supervision of a MAT student can be transferred to another on-site preceptor, if needed. In such cases, clear communication of the transfer of supervision must occur to both the MAT student and the temporary supervising preceptor. If a preceptor cannot arrange for temporary supervision, the MAT student may either remain with their assigned preceptor or be dismissed from the clinical experience until the preceptor returns. If a medical emergency occurs while traveling, the MAT student is to accompany the preceptor whether the preceptor stays to cover the event or leaves the event to accompany the patient. In addition, a MAT student is not to take a patient to a medical appointment or urgent care facility unless the preceptor is present.

Clinical Experience Hours

Criteria for obtaining clinical experience hours:

- MAT students must be directly supervised (i.e., within visual AND audible distance) by the preceptor. This supervision allows for immediate interaction and instruction.
- MAT students are only allowed to record hours from the assigned clinical placement. Students wishing to obtain hours at an alternate clinical site must receive written approval from both the MAT faculty and the clinical site preceptor. Volunteer experiences cannot conflict with completion of clinical experiences at the assigned clinical site.

The preceptor is responsible for notifying the MAT student of any changes to the schedule including both location and time. If attendance at an event is to be mandatory, the preceptor must notify the MAT student of a scheduling change affecting the report time, at least 12 hours in advance. Students will not be responsible for reporting to a clinical site if they are given less than 12 hours of notification. In the event of inclement weather, the preceptor should detail an alternative plan that may include multiple possible report times. If an alternative plan is provided more than 12 hours in advance, attendance is mandatory.

- While traveling with an athletic team, MAT students should only record hours that are spent providing healthcare coverage of any activity (e.g., practice, game, conditioning), or athletic training services (e.g., wound care, taping, treatment, rehabilitation). Time spent eating, loading/unloading, or traveling to/from a city or venue should not be counted as clinical experience hours.
- Students are expected to obtain CE hours each week at their assigned clinical placement (Monday-Sunday). If the student becomes aware of a situation that may hinder their ability to meet this standard, the student must contact the CCE for further instructions on how to meet this requirement. Students who fail to comply with the clinical education hour policy (pages 14-16) for each clinical placement in each semester, will be given a grade of "I" for the course. Students who fail to complete the course requirements, will not be allowed to enroll in subsequent sections of clinical education until the "I" is resolved. For documentation purposes, the student may be asked to file an "event request" in Typhon Group to denote the appropriate reason for the lack of available opportunities (e.g., extenuating circumstances, inclement weather, no events).

Additionally, the student may be asked to file a special event request (see page 12) to obtain hours at another clinical site.

- MAT students may NOT obtain any CE hours:
 - Outside of clinical assignments. For example, a summer job in a sports medicine clinic is a great experience, but MAT students cannot count any of these hours towards clinical experience hour requirements.
 - During athletic training meetings, in services, or classes.
 - While completing course assignments/studying unless the preceptor is engaged with you in the learning process/application of skills or explicit permission is granted.
 - For the completion of P3 assignments unless it is occurring as a component of patient care or as a productive mechanism for downtime. For example, coming in early/staying late to complete P3s does not count as clinical experience hours.
- Clinical experience hours are to fall within a weekly average minimum and maximum range as outlined below
 - Preseason clinical placement during summer coursework: 18-26 hours per week, one day off
 - Clinical placement during fall/spring coursework: 18-34 hours per week, one day off
 - Clinical immersion: 30-60 hours per week, one day off
 - Clinical internship during summer: minimum 30 hours per week, maximum hours per week in line with other staff/interns at the clinical site
 - Clinical internship during fall: 30-60 hours per week, one day off
 - Between semesters: minimum and maximum hours per week in line with other staff/interns at the clinical site

Documentation of clinical experience hours is included on the Typhon Group platform. In order to accurately reflect time spent at a clinical site, both case logs and time logs must be completed in the Typhon Group platform. MAT students are encouraged to record clinical experience hours (case logs and time logs) daily. Typhon Group will only allow a MAT student to go back seven days to record case logs/time logs. Case logs and time logs are subject to programmatic audits to ensure that the documentation policies that are outlined below are being followed. These audits can occur at any time. During these audits, case logs and time logs that are not completed in compliance with the associated policies will not count toward clinical experience hour requirements. Hours that have been denied by the MAT program for not meeting a programmatic policy, may only be approved by the MAT faculty if the student has been granted approval to edit hours.

Case logs. Case logs are utilized to document each patient encounter. When completing a case log, the student must supply the semester, course, preceptor and clinical site. The student is strongly encouraged to pre-select these items and “always auto-expand all sections” of procedures/skills as default choices in Typhon Group. Each case log also requires the student to provide de-identified patient information including the following:

- Age
- Gender
- Time with patient
- Level of student participation in the patient encounter (observation, basic skills, advanced skills)
- ICD-10 diagnosis codes
- CPT Billing Codes

Additionally, the student must list any patient education provided during the encounter and record procedures/skills utilized. Students are encouraged to write a clinical note but are not required to include

this in Typhon Group as it will be incorporated into site-specific patient documentation. Case logs can be entered throughout the day, as time allows, or completed at the end of the day.

Time logs. Time logs should encompass all time spent on clinical experience for the day. MAT students are responsible for breaking down the time spent at their clinical experience site into the following categories:

- Documentation (time spent documenting patient encounters)
- Meeting/conference (attendance at a meeting/conference required by the clinical placement)
- Set-up/breakdown (time spent preparing/breaking down the field/court/arena for practice or games)
- Practice (time spent observing practice)
- Game (time spent providing game coverage)
- Weights/conditioning (time spent observing weights or conditioning sessions)
- Taping/bracing (time spent applying taping techniques or braces to a patient)
- Inventory (time spent completing site-directed inventory)
- Facility upkeep (opening/closing procedures, re-stocking supplies, site-specific cleaning/maintenance of equipment above and beyond cleaning/maintenance performed by janitorial staff)
- Educational downtime (required wait time between patient encounters that is used to further the student's education via preceptor instruction)
- Downtime – other (required wait time between patient encounters with no agenda/structure)
- Other (time not reflected in other categories, must be specified in the notes section, cannot be used for treatment, rehabilitation or evaluations)
- Healthcare administration (time spent performing administrative tasks included but not limited to compiling insurance information, setting up appointments, creating injury reports)

All time spent with patient encounters (separate from pre-practice/game taping) should be logged utilizing the case log feature. Case log totals will automatically be calculated and should not be added here (select “display patient, consult & conference time” to view the time totals from daily case logs). In order for this feature to work, daily case logs must be completed BEFORE daily time logs are completed. Any MAT who fails to appropriately delineate time spent at the clinical site will have those hours declined. The MAT faculty reserve the right to audit clinical hours and decline hours previously approved by the preceptor. Any MAT student who is found to be falsifying his or her clinical experience hour records will be subject to disciplinary action.

Clinical Site Transportation

MAT students are responsible for obtaining reliable transportation to and from their clinical site. Each MAT student will have clinical placements on campus and within the surrounding community. Clinical placements at community-based clinical sites range from 3-65 miles from campus. The student is responsible for all costs (e.g., gas, insurance) associated with travel to/from their clinical site. Students will have no more than two programmatic-assigned clinical experiences >30 miles from campus and should plan accordingly. In the event of lack of transportation, MAT students need to communicate with the preceptor and/or Coordinator of Clinical Education to determine an appropriate course of action.

Criminal Background Check, Drug Screening & Attestation

MAT students will be assigned to clinical experiences at agencies outside of Baylor University. These agencies may require a criminal background check, drug screening and/or attestation of immunizations prior to clinical experiences. These components are the financial responsibility of the student and must be completed by the due date set by the clinical site contact or their designee. MAT students who are

prevented from attending clinical experiences at outside agencies due to the results of the background check and or drug screening will be subject to the Disciplinary Policy (see page 27).

Performance Assessments

Assessments are an important part of the Baylor University MAT Program and are conducted in various formats. MAT students are assessed on a continual and ongoing basis. Assessments encompass didactic knowledge, clinical application of skills and professional attributes. These assessments are conducted at various points throughout the MAT program in both the didactic and clinical setting.

Student/Faculty Meetings. The MAT faculty will meet individually with MAT students throughout their tenure in the program. The meetings will cover topics such as career trajectory, clinical goals, research agenda, student self-assessment, and student feedback on the MAT program. The MAT student should utilize these opportunities to provide the faculty with personal/professional goals, reflection on personal strengths/weaknesses, strategies to for personal improvement and strategies to strengthen the MAT program.

Readiness for the Profession. The Board of Certification and state regulatory entities identify aspects of professional practice that are foundational to the profession. The purpose of the Readiness for the Profession (RFP) evaluation is to assess the student's behavior against the standards of the profession (e.g., physical, mental, emotional, ethical capabilities). Students exhibiting unsuitable professional behaviors will be notified in writing to schedule a meeting with the MAT faculty to develop a remediation plan to address identified deficiencies. The student will be assigned a faculty mentor for the duration of the remediation period. The Readiness for Profession procedures are as follows:

- The AT faculty will assess each student utilizing the RFP, housed on Typhon Group, at the end of each semester. However, the RFP evaluation may occur at additional points during the semester.
- Students will be assessed in the areas of patient primacy, teamwork, professional boundaries, cultural competence, willingness to learn, dependability, critical thinking, legal standards, and ethical behavior utilizing a combination of a five-point scale items and yes-no questions. Additionally, the result of the most recent oral comprehensive exam is tracked on the RFP. A copy of the assessment can be found in Appendix B.
- Disciplinary incident reports, clinical experience evaluations, and results of the most recent comprehensive examination will be utilized when completing the RFP.
- A student will be considered professionally competent if all items have a minimum score of 3 and a negative response for the dichotomous items outlining possible concerns.
- Students will receive a notification that the RFP has been completed through Typhon Group. Students are responsible for logging into their account and reviewing this document within 48hours.
- During the review, students should take note of any written comments left by the MAT faculty. This section will highlight any strengths, areas of concern, and/or deficiencies. Any additional action steps will be outlined in this section.
- If deficiencies are identified by the AT faculty that limit a MAT student's clinical potential, the MAT student is subject to the Graduate School Policy on Professional Conduct (<https://www.baylor.edu/graduate/index.php?id=969446>). The following items are mechanisms the MAT faculty have enacted to be in compliance with the Graduate School policy:
- Student must contact the program director within 48 hours of notification to arrange for a meeting with the MAT faculty.
- The meeting must be scheduled by the date outlined in the RFP notes and will be subject to the availability of the MAT faculty.

- The meeting will serve to highlight and discuss areas of deficiency, provide contextual examples, outline parameters of the remediation/probation period, and assign a faculty mentor.
- The student must create a written remediation plan with the assigned faculty mentor. The remediation plan must include strategies for improvement, mechanism(s) to report progress, and periodic meetings for continual feedback.
- The remediation plan must be approved by the MAT faculty. Upon approval, a copy will be uploaded to the student's Typhon Group profile.
- If the faculty mentor has concerns regarding the student's progress during the remediation period, a meeting with the MAT faculty may be convened to discuss further concerns and modification of the remediation plan.
- At the end of the remediation period, the student will meet with the MAT faculty. The meeting will serve to review the student's progress in the deficient area and determine the student's status. The possible results of the meeting are release from remediation, continued remediation, or removal from the ATP.
- Students are offered faculty-supported remediation plans to address deficient behaviors. The MAT faculty will only address a deficiency for a student once during their time in the ATP. Letters of support will not be provided by the MAT program on behalf any student having deficiencies (rated "2" or below) on the RFP for more than one semester.
- Remediation for deficiencies will be handled on a case-by-case basis. If a MAT student wishes to appeal the MAT faculty's decision, they must follow the steps outlined in the Graduate School Policy on Professional Conduct.

Didactic Assessments. The Commission on Accreditation of Athletic Training Education (CAATE) has established a list of core educational competencies that establishes the minimum criteria for entry-level practice as an athletic trainer. The didactic portion of the program will provide the foundational knowledge associated with these competencies. The MAT student is responsible for practicing these competencies during the clinical experience or elsewhere before being assessed. A list of associated educational competencies can be found in each course syllabus. Competencies will be assessed through assignments, projects, scenarios, written examinations and oral-practical examinations.

Professional Preparation Portfolio. MAT students are assigned to a Professional Preparation Portfolio (P3) adjunct instructor on a semester-by-semester basis. MAT students are evaluated by the assigned P3 instructor on clinical competencies as part of HP5110 Clinical Education course (with the exception of Section 3). Each section of HP5110 has separate requirements which can be found in the associated section of the P3. Each section of the P3 builds upon the previous course requirements. Within the P3, MAT students will be responsible for a designated patient load, the creation of various patient documentation and successful application of clinical skills. The instructor assignments and complete P3 document can be found on Typhon Group. MAT students should contact their P3 instructor prior to the start of the semester to arrange a meeting schedule. It is recommended that the MAT student meet with the P3 instructor on a weekly basis. As each component of the P3 is completed, the MAT student is responsible for scanning and uploading each individual P3 component (along with associated supporting documentation) to the associated Clinical Education Canvas course as directed on the course website. All components of the P3s are academic assignments and subject to the University Honor Code. Items used to complete P3s should represent original work submitted once for credit. Please direct any additional questions to the Clinical Education course instructor.

Comprehensive Examinations. The MAT program will assess students' progress via a series of three comprehensive examinations with increasing difficulty occurring in the second, third and fifth semesters of the program. Comprehensive exam results are communicated to the students via email and are tracked

for programmatic purposes via the RFP. Comprehensive examinations sections are graded as pass or fail. Comprehensive exams are scored with a rubric by two faculty members. If a student obtains a split score (first evaluator assesses fail and second evaluator assesses pass), a third faculty member will then review and score the student's comprehensive exam. If it is determined that the student did not pass the comprehensive examination, then depending on the level of the student, one of the below steps will occur.

If a MAT student obtains a failing grade for the first exam (second semester), the student will be placed on a remediation plan for the following semester. The remediation plan is a combination of program specific requirements as well as student created strategies with the intent to focus on deficiencies noted during the comprehensive exam. The student will be assigned a MAT faculty member to assist them through the remediation period. If the student fails any subsequent comprehensive exam (third or fifth semester) or has not made sufficient progress, programmatic dismissal will occur.

If a MAT student obtains a failing grade for the second comprehensive exam (third semester), the student will be required to complete a retake within one week of the failed attempt. If the student fails the retake or any subsequent comprehensive exam (fifth semester), programmatic dismissal will occur.

If a MAT student obtains a failing grade for the third comprehensive exam (fifth semester), the student will be required to complete a retake within one week of the failed attempt. If the student fails the retake, programmatic dismissal will occur.

Course Feedback. In addition to the various forms of competency assessment, each MAT student has the opportunity to evaluate each course (which encompasses both the instructor's abilities and the course content) at the end of the semester and complete an MAT Program Exit Survey in the final semester in the program.

Clinical Evaluations. The clinical portion of the MAT program has multiple evaluation components. Clinical evaluations are conducted at the middle and end of every clinical experience. At each of these time points, both the MAT student and the preceptor complete evaluations. The preceptor evaluates the student, and the student evaluates the preceptor, and the clinical site. The clinical experience evaluation from the preceptor counts as a portion of the HP 5110 Clinical Education course grade. The MAT student is encouraged to also complete a self-evaluation to be utilized as a means of self-reflection and be constructively compared with the evaluation from the preceptor. The MAT student's evaluation of the preceptor and the clinical site are confidential and are used by the MAT program faculty in assessing preceptors/sites to help ensure the clinical experience placement is educational, safe, and progressively challenging the MAT student.

Each year, the MAT faculty review preceptor and clinical site evaluations from the previous two years. When needed, remediation plans will be created for a clinical site and/or preceptor. Removal of any clinical site or preceptor will occur only when adequate processes of remediation have been exhausted.

The clinical experience evaluation of the MAT student is designed to assess the student's progress in all areas of athletic training including skill acquisition, professionalism, communication, and work ethic. Evaluations do not compare MAT students to each other but to the expectations of the MAT program level. These evaluations will assess the MAT student's performance during the assigned clinical placement while keeping in mind future employment. A MAT student who is demonstrating behavior/skills that would be cause for a raise/promotion in a job setting should be rated above average, whereas a MAT student who is demonstrating behavior/skills that would require remediation/termination in a job setting should be rated below average. At the end of each review period, the MAT faculty will

screen all clinical experience evaluations for scores less than “3”. In the event that a MAT student receives a score less than “3” on a final clinical experience evaluation, a meeting with 2 of 3 MAT faculty members will be required. The results of the meeting may result in creation of a remediation plan, filing an incident report and/or notation in the MAT student’s Readiness for the Profession evaluation. If the student disagrees with the evaluation, they are encouraged to submit an explanatory statement to the Coordinator of Clinical Education. The evaluation forms are housed and completed on Typhon Group.

Typhon Group

The Typhon Group is an online platform that is utilized to house multiple facets of programmatic administration. The Typhon Group will be used to:

- Provide contact information for all students and preceptors
 - Student, preceptor and clinical site directors are accessed from the home screen
 - Students are responsible for ensuring that their contact information stays up to date in their Typhon Group profile
- Provide required program documents (e.g., copy of bloodborne pathogen training verification, emergency cardiac care certification, immunization records)
 - Students are responsible for uploading required documentation to their Typhon Group profile
 - A Typhon Group administrator/sub-administrator will update any expiration/completion dates associated with student uploads
 - Students are responsible for monitoring approaching due dates for expiration/completion to ensure that they stay compliant with program policies
- Provide clinical placements
 - Students and preceptors will be notified when a clinical experience is published in Typhon Group
 - Students and preceptors can view their schedule at any time through the My Schedule link on the home page
- Record/approve clinical experience hours
 - Additional information found on pages 11-13
- Record de-identified patient notes (for use to track each patient encounter)
 - Additional information found on pages 11-13
- Complete online forms (e.g., evaluation forms, request event)
 - Evaluation forms
 - Regularly scheduled evaluations will be assigned in the Typhon Group platform by an administrator/sub-administrator
 - Students and preceptors will be notified via automated e-mail that they have an assigned evaluation to complete
 - Due dates for these evaluations can be found in the MAT calendar (Appendix B)
 - Some evaluation forms may be initiated as needed (e.g., Disciplinary Incident Report) by preceptors and/or MAT faculty
 - To view previously completed evaluations
 - Home page
 - My Evaluation & Surveys
 - View History
 - Select “taken by me” or “taken about me”
 - Select “view” next to the evaluation name to review the selected evaluation
 - Request event

- The request event feature is to be used by the student to document any time there is a planned/unplanned event that will have an impact to the previously scheduled required clinical experience dates. Event names eligible for request by students are denoted by “student submit” in the event name in Typhon Group. A summary of the options are listed below:
 - Clinical site closed (no events): to be used if the clinical site is closed due to no scheduled events (e.g., high school staff and student holiday)
 - Clinical site closed (weather): to be used if the clinical site is closed to students due to weather as outlined in the inclement weather (attendance policy on pages 29-31)
 - Personal life event: to be used if a student is requesting time off in line with the attendance policy outlined on pages 29-32.
 - Requested clinical extension: to be used if a student is requesting a clinical extension in line with the policy outlined on page 9
 - Sick/quarantine: to be used if a student is missing clinical experience due to illness or mandated quarantine (see disruption of a clinical experience policy page 10 and communicable disease policy page 32)
 - Special event: to be used if a student is requesting an additional clinical experience in line with the special event policy (page12)

Typhon Group should be checked regularly as it is a main source of disseminating pertinent programmatic information and the only means to document completion of clinical experience hours and patient encounters. The MAT faculty will conduct routine Typhon Group audits, to ensure that the MAT student is completing all required components in a timely fashion. Please view the “Help” section on the home screen if you need assistance completing a task within the Typhon Group platform. Additionally, students and preceptors may reach out to the Typhon Group program administrator for program-specific questions.

Liability Insurance

Baylor University has a Limited Professional Liability policy that provides medical liability coverage for services provided by a MAT student and by staff athletic trainers in conjunction with the MAT program. The coverage is for bodily injury and property damage to others caused by the MAT student’s actions while involved in official AT educational activities. However, activities outside the MAT Program are not covered. For example, MAT students transporting other students or involved in other activities not sanctioned by the MAT Program are not covered by this liability insurance policy. MAT students may individually elect to purchase additional liability insurance to cover these types of experiences.

Clinical Identification

While in attendance at each clinical experience, each MAT student must be identifiable as an athletic training student. At a minimum, students are expected to introduce themselves as an MAT student during all interactions with new clients/patients or other site personnel. Please defer to each individual clinical site policy regarding the required method of MAT student identification. The MAT Program will provide each student with a name badge holder and shirt(s) that can be used to visibly identify the student as a member of the MAT program. Because some clinical sites will require the MAT student to use his or her Baylor ID as a form identification, the student must have their Baylor University student identification card on their person at all times.

Calibration

The equipment used in the AT classroom and in the athletic training facilities of the MAT program will be calibrated and inspected yearly by Cornish Medical Services. This inspection will occur during the fall semester of the academic year. Additionally, equipment used in the classroom and in the athletic training facilities will be subjected to routine inspection and maintenance in accordance with individual manufacturing guidelines. Any person wishing to see the calibration and maintenance records should request such records from the Coordinator of Clinical Education.

Venue-specific Training

A preceptor at the clinical site is responsible for orienting all assigned students assigned to the clinical site prior to the commencement of any clinical experience. The MAT student cannot record any clinical hours or engage in any patient interactions prior to completion of all orientation components (Venue-Specific Training Acknowledgement form can be found in Appendix D). The orientation must include the following:

- Critical incident response plan(s) (e.g., emergency action plan, active shooter protocol)
- Bloodborne pathogen exposure plan
- Communicable and infectious disease policies
- Documentation policies and procedures
- Patient privacy and confidentiality protections (e.g., HIPPA, FERPA)
- Plan to differentiate students from practitioners
- Sanitation procedures (e.g., handwashing and/or equipment sanitation between patients)
- Radiation exposure policy (if applicable)

In addition to a formal orientation, the preceptor is responsible for the expectations associated with the completion of clinical experience hours. The preceptor must provide the MAT student with a general idea of the weekly schedule. Conversely, the MAT must complete the provided clinical expectations form (Appendix D). This form must be submitted to the preceptor prior to the clinical site orientation and should be discussed as a part of the orientation process. After orientation, the MAT student must provide a revised clinical expectations form signed by both the student and preceptor. The signed clinical expectations sheet and venue-specific training acknowledgement must be uploaded into the student's Typhon Group profile. Venue-specific training acknowledgement and formal orientation must occur for each clinical experience and special event assignment unless the student has subsequent clinical experiences at the same clinical site. Failure to complete the orientation or upload documentation to Typhon will delay the start of the clinical experience.

Section 4: Professional Behavior

Program Communication

All MAT students are required to have access to a computer and the Internet. MAT faculty and preceptors will communicate with students via email or may put portions of the courses online (e.g., Canvas). MAT students may use the university computer labs whenever on campus, if needed. Students are required to use their BU email account for all MAT Program communication. Emails and Canvas courses should be checked regularly year-round. Students should make every effort to respond to programmatic correspondences within 24 hours.

MAT students are expected to communicate in a professional manner both verbally and in writing. MAT students should make sure that all email, phone and face-to-face conversations are presented in a professional and respectable manner and at an appropriate time of day. Formal requests and/or notifications must be provided to university faculty, clinical site staff and/or other professionals in writing (e.g., e-mail, letter). Please be proactive in communication and allow at least a week for a response from university faculty, clinical site staff and/or other professionals. MAT students should address supervisors and preceptors in an appropriate and deferential tone. Disrespectful and combative communication in any form will not be tolerated. MAT students who are disrespectful or combative will be subject to disciplinary action. Instances of disrespectful or combative communication from a preceptor to a student should be reported to the MAT faculty.

Social Media

Personal websites (e.g., Instagram, Facebook) and social media platforms should present the MAT student in a professional light to peers, faculty, supervisors and potential employers. MAT students must keep their social media accounts (e.g., Instagram, Facebook, Twitter) set to private. A student should never post any information related to the medical condition, healthcare or recovery of any patient. Such a posting would violate the confidentiality agreement signed by the student. Additionally, no student should befriend or follow any patient, preceptor, faculty member, coach or administrator on any social media platform while they are enrolled in the MAT program.

The MAT Program administration reserves the right to request Twitter handles and/or require students to allow the MAT Program Twitter account to “follow” you. Your use of social media and other platforms is a reflection of you and the program. Even with privacy settings in place, please ensure that your pictures/posts/tweets reflect positively on Baylor University and its stated mission. MAT students are responsible for their social media presence. MAT students should not present themselves in an unprofessional manner through any content posted/shared on social media. MAT students will be held responsible for content shared by themselves or others. Any violation of this policy will be subject to the disciplinary policy.

Dress Code

The following policy governs MAT students’ presence at any clinical setting during the completion of clinical hours and skill assessments. It is expected that all students will always maintain professional dress and appearance while at any clinical site used by the MAT program, sanctioned practices, conditioning, competitions, events, and travel.

MAT students will either be provided or required to purchase a uniform including apparel such as t-shirts, collared shirts, pants, shorts, and shoes. MAT students must follow the dress code outlined below at all times when accessing any MAT clinical site or on official MAT business. In addition, for certain activities such as competitions, the preceptor will specify the appropriate attire. Event dress should be appropriate for each individual sport. If your team provides game attire, do not vary from the standard.

Otherwise, dress functional for the sport being covered. When traveling to away events during your clinical experience, speak with your preceptor well in advance of the trip to discuss appropriate travel attire. In these instances, the athletic team's dress code may supersede the MAT dress code. If specific travel attire is not required, MAT students should wear clothing which meets the other dress code requirements. Baylor University apparel worn by an MAT student must be officially licensed and be either specific to the sport to which the student is assigned or generic to Baylor. Please wear provided Nike clothing (with new logo) and issued shoes when possible. When it has not been provided for you, "off brand" clothing is acceptable. Clothing should only represent your clinical assignment. When rotating at off-campus sites, MAT students should wear pants, collared shirts and closed-toed shoes or adhere to the off-campus site's dress code, whichever is stricter.

All MAT students are expected to be neat and well-groomed. Clothing and attire, to include jewelry and accessories, should not impair the application of clinical skills or impede the completion of other assigned tasks. All MAT students must wear closed toe shoes at all times. MAT students not dressed appropriately will be instructed to change into acceptable attire or will be asked to leave the clinical experience without recording their clinical hours.

General Rules

- Clothing should only represent Baylor University or your current clinical assignment (e.g., no basketball shirts worn at football practice)
- No outside logos are to be worn (Excluding manufacturing logos)
- Clothing colors should be on brand with the assigned clinical site guidance
- All shorts must be below fingertips when your arms are at your sides
- Collared shirts must be tucked in and stay tucked in when arms are overhead unless specific shirt is designed to be worn outside the pants/shorts
- Hats/visors may be worn if it follows the clinical site guidance
- Clothing must be presentable (e.g., no holes, rips, stains, wrinkles)
- Students should dress in modest attire. No tight fitting or revealing clothing.
- Blue jeans or denim style jeans, skirts/dresses, cut off shirts/pants, and legging style pants are not acceptable

Hygiene

- Maintain personal cleanliness/hygiene
- Wash hands between patient interactions and after eating, or using the restrooms

Approved Tops

- Collared shirt, t-shirt, or sweatshirt
- May have the Baylor logo
- Any top issued by a clinical site

Approved Bottoms

- Khaki-style pants
- Khaki-style shorts following the general guidelines
- Any bottom issued by a clinical site

Approved Shoes

- Closed toe, flat, athletic shoes or dress shoes
- Must be functional and not interfere with the delivery of patient care

Hair

- Hair cannot interfere with patient care and must be restrained from face
- Hair should be styled in a presentable fashion
- Only naturally occurring hair color is acceptable. (e.g., blonde, brown, red, black)

- Well-groomed beard

Nails

- Nails must be well groomed and cannot extend beyond the length of the fingertips
- Nail polish is not permitted
- Artificial fingernails or permanent/semi-permanent nail decorations are not permitted

Allowable accessories/body art

- Watch with second hand or display
- Wedding or engagement band (no protruding stone)
- Class ring
- Small earrings or studs (e.g., to prevent getting caught/snagged during application of patient care)
- Visible body piercing should not interfere with the application of patient care
- Temporary or permanent body art (e.g., tattoos) is acceptable
- Tattoos should be covered with clothing as indicated by clinical site guidelines

Electronic Devices

MAT students are not allowed to use cell phones or other electronic communication devices/platforms (e.g., Apple watches, FaceTime, Snapchat) during class or their clinical experiences. Cell phones must be silenced and put away, unless otherwise permitted by the instructor or the preceptor. MAT students must not answer incoming calls or texts (or other mode of communication) during class or during the completion of their clinical hours. MAT students who use these items disrespectfully in class will be given an incident report, dismissed from class, given an absence, and/or lose class points. While completing clinical hours, cellular phones or other electronic communication devices (e.g., Apple Watch) should only be used for communication related to the completion of duties related to the clinical experience. MAT students who are found to be using these devices irresponsibly during the completion of their clinical hours will be given a disciplinary action form and asked to put their device away. Repeated violation of this policy in the classroom or clinical setting could result in more severe disciplinary action up to and including dismissal from the program.

Student Academic Records

The MAT Program and the Office of the Registrar maintain academic and personal records on all MAT students. Except under legal compulsion, information contained in such records, with the exception of name, address, dates of attendance and degrees obtained, will not be released to agencies outside the University without written consent of the MAT under the Family Education Rights and Privacy Act (FERPA): <http://www.ed.gov/policy/gen/guid/fpc/ferpa/index.html>.

Patient Confidentiality and Privileged Information

Conversations between a healthcare provider and their patient during the course of providing medical care are considered confidential. This includes conversations that occur in locker rooms, athletic training facilities, and physician's offices. Information acquired either directly or indirectly about a patient's medical condition, diagnosis and/or treatment cannot be shared with any person who is not responsible for the care of the patient. An MAT student should also not discuss a patient's medical condition/information with other athletes/patients, friends, acquaintances, or family members. Medical information is considered confidential unless the patient signs a written release of such information. At no time, even with a written release, is a MAT student to make a statement or give information of any type to a member of the media. Questions regarding injuries, health status of athletes, or team activities should be directed to the supervising athletic trainer or the sports information director.

MAT students are required to complete confidentiality policy training at each clinical site. Those who violate confidentiality policies and procedures will be subject to programmatic and school discipline. In

addition, the MAT student may be liable for criminal prosecution. Furthermore, the professional rapport students establish with patients, coaches, and physicians is jeopardized by the lack of discretion and violation of this ethical conduct.

Romantic and/or Sexual Conduct with Students, Coaches and Supervisees

It is the policy of Baylor University that persons with direct teaching, coaching, supervisory, advisory, or evaluative responsibility over employees, students, or student employees recognize and respect the ethical and professional boundaries that must exist in such situations. Because of the potential for abuse or the appearance of abuse and the inherent differential in authority between graduate students and their faculty members, advisors, and others holding positions of authority over them, the University prohibits any member of the University community from engaging in romantic and/or sexual conduct with or directed toward any graduate student whom he or she educates, advises, coaches, supervises, or evaluates, or whom he or she has previously educated, advised, coached, supervised, or evaluated, in any way. Also, under the Baylor University Policy on Romantic and/or Sexual Conduct with Students and Supervisors (BU-PP 036), sexual and romantic relationships are prohibited between:

- Graduate students and undergraduate students where the graduate student educates, advises, coaches, supervises, or evaluates the undergraduate student in anyway
- Employees and any individual who that person supervises or evaluates in anyway

The Office of Human Resources and Office of the Executive Vice President and Provost are tasked with enforcing violations of BU-PP 036. Because prohibited relationships often involve a power differential, the conduct may also constitute sexual harassment or other forms of prohibited conduct under this policy. Where the conduct involves both a violation of BU-PP 036 and this policy, the procedures under this policy will apply.

Conflict of Interest

Maintaining a good rapport with coaches, athletes, doctors, and support staff is essential to providing effective healthcare to patients. MAT students need to establish professional relationships with these groups that do not discriminate or create a conflict of interest.

Student-Athletes and Patients: MAT students will educate, advise, and/or evaluate patients at their clinical sites. This role creates a power differential between the MAT student and the patients, coaches and supervisors. Therefore MAT students, pursuant to BU-PP-036, are not allowed to engage in any romantic or sexual relationship with any undergraduate patients. Because of the inherent differential in authority, relationships of this nature will be immediately reported to Human Resources and subject to the programmatic discipline. MAT students must learn to deal with athletes/patients and peers in a professional manner. Students need to abide by all rules, treat all athletes/patients fairly, and not show favoritism. If an MAT student feels there is a discrepancy or feel uncomfortable with a situation, report it to a staff athletic trainer immediately.

A romantic or sexual relationship between an MAT student and a graduate student-athlete/patient constitutes a conflict of interest and appears unprofessional. Relationships of this nature between a MAT student and a graduate athlete/patient to whom the MAT student has or may be required to render care is strongly discouraged. Activities that negatively impact an MAT student's professionalism may result in disciplinary action including suspension or dismissal from the MAT Program. If a MAT student is currently in an intimate personal relationship or pursuing an intimate personal relationship with a graduate student-athlete/patient, the MAT student is to notify the AT Program Director or Coordinator of Clinical Education as soon as possible in order to facilitate structuring clinical experiences to avoid potential conflicts of interest.

Other Athletic Training Students (Peers): It is necessary to have a good working relationship with everyone in the athletic training facility, including your fellow MAT students. There are instances in which conflict with another MAT student can occur. The MAT student should not question or criticize another MAT student in front of others. The MAT student should be cognizant of the situation and circumstances when discussing differences of opinions. Any criticisms you have should be offered in a constructive manner. The MAT student should remember that there are many “correct” ways to provide patient care and there is a possibility that both parties may be right.

Second year MAT students should provide leadership to the first-year students. However, both cohorts of students are engaged in active learning and feedback should not be provided in a condescending manner to another MAT student. Groups of MAT students may wish to socialize together outside the athletic training room, but small group cohesiveness or cliques should not be brought into the athletic training facilities or practice fields. It is the goal of all preceptors to treat all MAT students equally and fairly. This goal should be the same for MAT students when dealing with each other.

MAT students should make every effort to cooperate and give assistance to the entire MAT Program. If a conflict occurs, the MAT student should remember that the goal of conflict resolution is to resolve the problem between the parties without involving others. One-on-one is the best way; the more people who enter into the conflict, the more complicated the situation becomes. MAT students should remember that their fellow MAT students are colleagues and they should act in a professional manner when interacting with others. If this fails, the MAT student(s) should then seek advice/involvement of an AT staff member or MAT Program faculty member.

Athletic Training Staff, Preceptors, and Faculty: The athletic training staff/faculty will serve as a MAT student’s immediate supervisors, preceptors, and mentors. MAT students should always treat the athletic training staff/faculty with respect. Furthermore, the MAT student should acknowledge the organizational structure that exists among the members of the sports medicine team (e.g. physicians, nurses, directors, athletic training staff) and recognize their position in the hierarchy. A MAT student may not have an intimate personal relationship with a faculty or staff member who may supervise or otherwise have a working relationship due to the inherent differential in authority. Furthermore, a MAT student should always address superiors in an appropriate and respectable manner. Any perceived disrespect from a member of the sports medicine team or AT faculty should not be reciprocated. Instead, the incident of perceived disrespect should be reported to either their direct supervisor first. If the behavior originates with the MAT student’s supervisor the behavior should be reported to that person’s supervisor.

The preceptors are professionals in the field. The preceptor’s main priority is taking care of the health needs of the student-athletes and patients. At times there may be conflicts between the MAT student and the supervisor. These conflicts should be handled in a professional manner—one-on-one and in private. Many times conflicts are a result of miscommunication between the parties and when they are discussed a resolution can occur. If the parties have attempted conflict resolution and it has not been successful, either party should contact the program director or coordinator of clinical education to intervene.

Coaches: As with staff athletic trainers, an inherent differential in authority exists between a coach and a MAT student. Therefore, the MAT student should not engage in a romantic or sexual relationship with any coach on staff (including graduate assistants). Furthermore, coaches must be treated with respect at all times. You must be able to communicate with coaches on a professional level. A MAT student should never question a coach’s ability or attempt to provide any coaching advice. If you feel that a coach is jeopardizing the safety or well-being of their athlete’s, the MAT student should bring this matter to the attention of a staff athletic trainer.

Section 5: Program Policies

Athletic Participation

Participation with an athletic team can create a conflict of interest related to patient care. Therefore, no student enrolled in MAT coursework is permitted to participate with any athletic team that receives medical services from preceptors associated with the MAT program. A student who is enrolled in the joint degree program may participate with any athletic team during the undergraduate portion of the degree program. However, this student must disclose this participation to the MAT faculty prior to clinical placement. Upon disclosure, the MAT faculty may restrict that student from clinical placements associated with preceptors providing care to the athletic team in question.

Student Employment

MAT students are allowed to work part-time while enrolled in the MAT program. However, no student enrolled in MAT coursework is permitted to work with any athletic team (in any capacity) that receives medical services from preceptors associated with the MAT program. The only exception pertains to student's accepting an internship with remuneration as a part of completion of the MAT program (e.g., NFL internships). The MAT student's job cannot interfere with or preclude them from completing the required number of clinical hours. The completion of clinical hours will be the MAT student's priority and MAT students will not be excused from clinical assignments and/or class because of a conflict with their work schedule. MAT students who work part-time must disclose this information to the MAT faculty and their preceptor prior to their first day at their clinical assignment. It will be the MAT student's responsibility to work out scheduling conflicts with their preceptor. Failure to fulfill clinical responsibilities because of a work conflict without the permission of a preceptor will be subject to MAT disciplinary action.

MAT students who are licensed as athletic trainers in the state of Texas are permitted to provide medical coverage for any event not associated with a MAT clinical site. While serving in this capacity, the student is not to represent Baylor University or the MAT program. Therefore, students must procure their own medical supplies/equipment and liability insurance as an independent contractor.

Technical Standards Policy

The MAT program at Baylor University is a rigorous and intense program that places specific requirements and demands on the MAT students enrolled. An objective of this MAT program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of patients. The technical standards set forth by the MAT program establish the essential qualities considered necessary for an MAT student to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the MAT program's accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]). All MAT students admitted into the MAT program must meet the following abilities and expectations. Compliance with the MAT program's technical standards does not guarantee an MAT student's eligibility for the Board of Certification (BOC) examination for athletic training.

The MAT student must determine if they can meet the technical standards for each area (i.e., Intellectual, Physical, Behavioral) outlined below without accommodation or with accommodation from the Office of Access and Learning Accommodation (OALA) at Baylor University. A MAT student indicating they require accommodations to meet the technical standards associated with characteristics listed below are required to file for those accommodations with the OALA. Specifically, the MAT student must provide the documentation required by the OALA to confirm the stated condition qualifies as a disability under applicable laws. Upon review of the OALA's recommended accommodation(s), the University will determine whether the accommodations requested would jeopardize clinician/patient safety or the MAT

program education process for the MAT student or the institution. This evaluation would take into consideration all coursework and clinical experiences deemed essential to graduation. A MAT student that is unable to fulfill these technical standards, with or without reasonable accommodation, will not be admitted and/or allowed to continue in the MAT program.

During the course of the academic year, a MAT student is required to immediately notify the MAT faculty and the OALA if they are no longer able to meet the technical standards of the program. Students who have experienced changes to their physical, intellectual or behavioral characteristics will be required to provide documentation to the OALA. The MAT faculty will provide all recommended accommodations outlined by the OALA that are requested by the student. It is important to note that all requests for accommodations must be processed by the OALA. Any student requesting accommodations through the MAT faculty will be directed to the OALA.

A MAT student in the MAT must demonstrate:

Intellectual characteristics

1. The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessments and therapeutic judgments.
2. Ability to critically apply didactic concepts and theoretical principles to clinical practice.

Physical characteristics

1. Possess adequate visual capacity, hearing ability, and tactile sensation to observe and respond appropriately in classroom, laboratory, clinical education, and clinical experience environments.
2. Sufficient postural and neuromuscular control, sensory function, and coordination to:
 - a. Perform appropriate physical examinations using accepted techniques.
 - b. Accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.
 - c. Withstand extended periods of sitting and/or standing.
 - d. Lift essential equipment and assist with patient transfers.
3. Physical endurance and mental capacity to provide efficient patient care, meeting healthcare standards, for the duration of a clinical day/week/event.

Behavioral characteristics

1. 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.
2. The ability to understand and speak the English language at a level consistent with competent professional practice.
3. The ability to record the physical examination results and treatment plans clearly and accurately.
4. The capacity to maintain composure and continue to function well during periods of high stress.
5. The perseverance, diligence and commitment to complete the MAT as outlined and sequenced.
6. The flexibility to adjust to changing situations and uncertainty in clinical situations.
7. Emotional capacity, appropriate demeanor and ability to build rapport that embodies professional practice and quality patient care.

Each student must maintain the ability to meet these standards throughout the duration of their time in the MAT program. If the student's circumstances change, it is the responsibility of the student to notify the AT faculty within one week so that appropriate determinations can be made. Students failing to notify the AT faculty within this time frame could be subject to administrative action which could include probation and/or removal from the MAT program.

Retention Policy

A MAT student may be dismissed from the MAT program for inadequate academic progress (not meeting probation or remediation standards), violating a policy (MAT or Baylor), conduct/behavioral concerns, or failure to meet the Technical Standards set forth by the athletic training program.

Students enrolled in the MAT are expected to adhere to Baylor University's Honor Code in all coursework completed. Any violations of the Honor Code will be reported to the Office of Academic Integrity and retained in the student's MAT program file. Honor Code violations will also reflect on the Readiness for Profession evaluation conducted at the conclusion of each semester. A copy of the Honor Code can be found here: <https://www.baylor.edu/honorcode/index.php?id=44060>.

Academic Probation and Dismissal. Students that formally enroll into the MAT program at Baylor University must maintain a cumulative GPA of 3.0 in line with the Graduate School policy. The full policy can be found here <https://www.baylor.edu/graduate/index.php?id=959244>. If a student is placed on academic probation by the Graduate School, they will not be eligible to receive any tuition remission from the MAT program. Additionally, programmatic policy is such that students may only complete the Academic Probation cycle by the Graduate School once. Students who successfully complete a probationary period are not eligible to complete another probationary period. Students who are placed on academic probation by the Graduate School for the second time will be dismissed from the MAT program.

Comprehensive Exam Remediation and Dismissal. Remediation or dismissal depends on what comprehensive exam is being taken and how the student has performed on previous exams. Students failing the first exam will follow a semester long remediation plan. If the student fails any subsequent exam, dismissal from the program will occur. If the student fails the second exam, he/she will have a retake within one week. If the student fails the retake or any subsequent exam, he/she will be dismissed from the program. If the student fails the third exam, he/she will have a retake within one week. If the student fails the retake, he/she will be dismissed from the program.

Readiness for the Profession Remediation and Dismissal. Students are offered faculty-supported remediation plans to address identified deficient behaviors. This remediation period will last no more than one full academic semester. The remediation plan will attempt to identify avenues that allow the student to improve upon/engage in behaviors consistent with professional standards. The MAT faculty will only address a deficiency for a student once during their time in the ATP. Letters of support will not be provided by the MAT program on behalf any student having deficiencies (rated "2" or below) on the RFP for more than one semester. Please see page 17 for the complete policy.

Disciplinary Policy

MAT students are expected to conduct themselves in a professional manner when representing the MAT program and Baylor University. MAT students are expected to follow all relevant personnel policy, policies related to unprofessional behavior (<https://www.baylor.edu/graduate/index.php?id=969446>), and the Honor Code (<https://www.baylor.edu/honorcode/index.php?id=952547>). Preceptors and MAT faculty have the right to file a Disciplinary Incident Report (Appendix C) in the event that a MAT student demonstrates unprofessional behavior. Failure to abide by any MAT program policy and procedure outlined in the MAT Student Handbook will result in one or more of the following actions:

- be included in Readiness for Profession evaluations
- be reflected in future recommendations
- remediation
- termination of tuition remission

- suspension from clinical assignment
- dismissal

Appeal Process

Any MAT student that wishes to file an academic appeal must follow the guidelines outlined by Baylor University. These guidelines can be found here:

https://www.baylor.edu/student_policies/index.php?id=22177.

Any MAT student that wishes to file an honor code appeal must follow the guidelines outlined by Baylor University. These guidelines can be found here:

<https://www.baylor.edu/honorcode/index.php?id=953305>.

Grievance Policy

Any MAT student that wishes to file a grievance regarding programmatic probation/dismissal must follow the guidelines outlined by Baylor University. This guidelines can be found here:

<https://www.baylor.edu/provost/index.php?id=948443>.

Attendance Policy

Program Meetings. Attendance is mandatory for all official MAT functions (e.g., pre-semester meeting, orientation). In the event of a conflict, it is the MAT student's responsibility to gain permission from the MAT Program Director to be absent from the event. Notification for some scheduled meetings will be provided several months in advance. In such cases, the student will not be excused from the meeting for planning a vacation or other such activities that occur during the meeting. Permission to be excused from mandatory meetings should be requested two weeks in advance. Failure to adhere to this policy will result in disciplinary action.

Clinical Experience. MAT students are expected to be prompt for all athletic training responsibilities and/or functions as assigned by the preceptor, site representative, or MAT program faculty. Tardiness must be avoided and will not be tolerated. It is the MAT students' responsibility to communicate any unforeseen circumstances (e.g., illness, travel difficulty) affecting their ability to be prompt. Instances of "no-call, no-show" will result in disciplinary action.

MAT students having advanced notice of a personal life event (e.g., wedding), may submit a request for an approved absence. Specifically, the student will request the absence through the event request form in Typhon Group using the event name "student submit personal life event". This mechanism allows students to plan to attend a personal life event that would otherwise be precluded by their scheduled clinical placement. The event request should be filed two weeks in advance and is subject to approval by the preceptor and MAT faculty. Submission of an event request does not guarantee an approval. The MAT student should wait to finalize plans until approval has been granted through Typhon Group. Travel should be arranged to minimize the impact the absence has on the student's clinical placement schedule. Typically, only one personal life event per student is approved each semester. Students are still subject to all policies related to completion of the clinical experience for course credit. NOTE: the event request mechanism only applies to clinical experience hours and does not excuse a student from attending class. For information regarding missing class, please see the "University Academic Attendance Policy" (page 31).

Travel. MAT students are not required to travel but may have the privilege to travel with their clinical assignment. The preceptor will give the MAT student as much advanced notice as possible in the event that the MAT student is permitted to travel for the event. If a MAT student is invited to travel, provisions

must be made for transportation to and from the event, meals/per diem for the duration of the trip, and housing if staying overnight. The MAT student is to ride with the preceptor or use travel arranged by the clinical site. At no time is a MAT student permitted to drive to or from an away event. If traveling with the preceptor and/or organization will cause undue burden, the MAT student may submit an alternate travel plan which must be approved by BOTH the preceptor and MAT Coordinator of Clinical Education.

In the event that a MAT student will miss class due to travel with the clinical site, it is the student's responsibility to notify all of his/her course instructors. This communication should be made at least 48 hours in advance. If the MAT student is notified of travel within 48 hours of departure, the student must notify his/her course instructors immediately upon notification.

When traveling or on an overnight trip, the MAT student is participating in a university related activity for the duration of the trip and must abide by all relevant programmatic and university code of conduct policies. Therefore, policies related to the consumption of alcoholic beverages are still in effect and any MAT student violating these policies will be subject to university and programmatic disciplinary policies. When traveling, the MAT student should follow the group itinerary. MAT students wishing deviate from the group itinerary (e.g., leaving the hotel or venue, skipping a group meal) must receive approval from their assigned preceptor before leaving.

Weather. MAT students are not to travel to class or clinical rotations when the University is officially closed or in instances when roads or airports are closed due to poor weather conditions. If the school is closed for weather, the MAT students are not to go to their clinical education assignments (even if the sports or clinics are still practicing/open). If the university has not closed and the MAT student is unable to attend clinical experience due to weather conditions at his/her location, the MAT student must contact the supervising preceptor and Coordinator of Clinical Education immediately. It is also the preceptor's responsibility to contact the MAT student if he/she is unable to make it to that day's agreed upon clinical experience time. In the case where an off-campus site is closed and Baylor University is not, the MAT student will need to contact the off-campus site for rescheduling. If at any time the MAT student is unsure of whether to attend or not to attend a clinical experience due to inclement weather, the student should contact the Coordinator of Clinical Education.

Academic Breaks. MAT students may be required to be at clinical sites during breaks within the semester (e.g., fall break, spring break) as determined by the assigned preceptor. Preceptors will notify the MAT student in a timely fashion of expected attendance over breaks. If the MAT student feels that attendance at a clinical site while classes are not in session will cause an undue financial burden, the MAT student should notify the MAT faculty at least two weeks in advance. The MAT faculty will evaluate the evidence presented to them by MAT student and determine if an alternate plan needs to be created. The MAT student should receive equitable treatment (as compared to the supervising preceptor) in regards to provision of meals/per diem and housing during academic breaks. An MAT student that fails to obtain permission for an alternate plan from the MAT faculty and fails to show up for an assigned clinical experience over a break will be subject to the disciplinary policy.

University Academic Attendance Policy. In the event that a MAT student will miss class due to travel with the clinical site, it is the student's responsibility to notify all of his/her course instructors. This communication should be made at least one week in advance with a confirmation of travel status to be provided 48 hours in advance. At no time is a student excused from class to attend a local clinical experience (e.g., Baylor home events, assigned off-campus clinical sites). Additionally, clinical experience absence requests do NOT apply to course attendance.

The classroom door will be locked at start of each class. Any MAT student not in the classroom at that time will be counted absent. MAT students are required to attend all course activities. Each unexcused absence will result in the deduction of 10 points from the MAT student's total grade. If a MAT student misses a class or lab session, the student is responsible for finding out what was missed.

To earn course credit in the College of Health and Human Sciences, a student must attend at least 75 percent of all scheduled class meetings. Any student who does not meet this minimal standard will automatically receive a grade of "F" in the course.

Title IX

Baylor University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities, and it does not tolerate discrimination or harassment on the basis of sex or gender. If you or someone you know would like help related to an experience involving sexual or gender-based harassment, sexual assault, sexual exploitation, stalking, intimate partner violence, or retaliation for reporting one of these types of prohibited conduct, please contact the Title IX Office at (254)710-8454 or report online at www.baylor.edu/titleix.

The Title IX office understands the sensitive nature of these situations and can provide information about available on- and off-campus resources, such as counseling and psychological services, medical treatment, academic support, university housing, and other forms of assistance that may be available. Staff members at the office can also explain your rights and procedural options if you contact the Title IX Office. You will not be required to share your experience. If you or someone you know feels unsafe or may be in imminent danger, please call the Baylor Police Department (254-710-2222) or Waco Police Department (9-1-1) immediately. For more information on the Title IX Office, the Sexual and Gender-Based Harassment and Interpersonal Violence policy, reporting, and resources available, please visit the website provided above.

Emergency Cardiac Care Certification

All MAT students are required to obtain and maintain Basic Life Support emergency cardiac care (ECC) certification for the duration of the MAT program. It is the MAT students' responsibility to ensure that their certification is current and that the MAT faculty have an official copy of the current certification. Certification verification must be uploaded to the student's Typhon Group account. It is the student's responsibility to ensure that their emergency cardiac care certification meets the BOC standards prior to applying for the certification exam. A full list of approved courses can be found at <http://bocatc.org/athletic-trainers#ecc-overview> under "ECC Providers."

Bloodborne Pathogen Policy

During the course of the MAT educational experience, MAT students may come in contact with blood or other potentially infectious material (OPIM) and should abide by Baylor University's and/or the clinical site's exposure control plan. Baylor University clinical sites and classroom/laboratory environments utilized by the MAT program comply with the Baylor University's Exposure Control Plan (<https://www.baylor.edu/ehs/doc.php/305829.pdf>). Any additional questions regarding this policy can be directed to the Environmental Health and Safety department (254-710-2900).

Annual bloodborne pathogen training is required of all MAT students. Personal protective equipment, regulated biohazard waste disposal, and hand sanitation equipment is provided in all learning laboratories and clinical sites utilized by the MAT program. In the event of accidental bodily exposure to blood or OPIM, the MAT student is to follow cleansing procedures outlined in bloodborne pathogen training and report the incident immediately to an appropriate authority (e.g., preceptor, other clinical site staff, faculty member) to ensure proper procedure and documentation is completed.

Communicable Disease Policy

The purpose of the Baylor University MAT Program Communicable Disease Policy is to protect the health and safety of the MAT students enrolled in the MAT Program. It is designed to provide the MAT student, preceptor, and athletic training faculty with a plan to assist in the management of MAT students with infectious diseases as defined by the Centers for Disease Control and Prevention (CDC).

What are communicable diseases?

A communicable disease is an illness that is highly contagious and poses a serious potential for lasting ill effects because of high rates of morbidity or mortality. It is important to be aware of and guard against the four main types of transmission including direct physical contact, air (through a cough, sneeze, or other particle inhaled), a vehicle (ingested or injected), and a vector (via animals or insects).

Communicable diseases cited by the CDC include but are not limited to:

- Bloodborne pathogens
- Diarrheal diseases
- Hepatitis viruses
- Measles
- Pediculosis
- Scabies
- Varicella
- SARS
- Poliomyelitis
- Staphylococcus aureus
- Conjunctivitis
- Diphtheria
- Herpes Simplex
- Meningococcal infections
- Pertussis
- Streptococcal infection
- Zoster
- Gastrointestinal infections
- Influenza
- Cytomegalovirus infections
- Enteroviral infections
- Human immunodeficiency virus (HIV)
- Mumps
- Rubella
- Tuberculosis
- Viral respiratory infections
- Parvovirus
- Rabies

Guidelines for Prevention of Exposure and Infection

1. Each MAT student must successfully complete annual Bloodborne Pathogen Training.
2. Each MAT student is required to use proper hand washing techniques and practice good hygiene at all times.
3. Each MAT student is required to use Universal Precautions at all times when functioning as a MAT student in the MAT Program. This applies to all clinical sites.
4. Each MAT student is not to provide patient care if he/she has active signs or symptoms of a communicable disease.

Guidelines for Managing Potential Infection

1. A MAT student who has been exposed to a potential infection before, during, or after a clinical experience should report that exposure to the preceptor immediately.
2. Any MAT student, who demonstrates signs or symptoms of infection or disease that may place patients/others at risk, should report that potential infection or disease immediately to the preceptor so that a referral to a physician can be set up.
3. The MAT student is responsible for keeping the MAT Program Director and/or Coordinator of Clinical Education informed of current health conditions that require extended care and/or missed class/clinical time. The MAT student may be required to provide written documentation from a physician to return to class and/or clinical site.

4. If a MAT student feels ill enough to miss ANY class, that MAT student should notify the appropriate instructor immediately.
5. If a MAT student feels ill enough to miss ANY clinical experience, that MAT student should notify the Coordinator of Clinical Education and preceptor immediately.

If a MAT student misses or is dismissed from classes or clinical experience due to illness they are not to attend classes or clinical experience until released by physician or 24 hours after resolution of fever, whichever is later. If a MAT student misses class or clinical hours due to illness, he/she will be required to provide documentation from a medical professional.

Radiation Exposure Policy

During the course of the MAT educational experience, MAT students may be exposed to radiation and should abide by Baylor University's and/or the clinical site's radiation exposure plan. Baylor University clinical sites and classroom laboratory environments comply with the Baylor University's Radiation Safety policy (<https://www.baylor.edu/ehs/index.php?id=859230>). Any additional questions regarding this policy can be directed to the Environmental Health and Safety department (254-710-2900).

Nondiscrimination Policy

Baylor University complies with all applicable federal and state nondiscrimination laws. The MAT program admits students of any race, color, national and ethnic origin, sex, age, disability, or veteran status to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin, sex, age, disability, or veteran status in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Baylor University is controlled by a predominantly Baptist Board of Regents and is operated within the Christian-oriented aims and ideals of Baptists. The University is also affiliated with the Baptist General Convention of Texas, a cooperative association of autonomous Texas Baptist churches. As a religiously-controlled institution of higher education, the University is exempt from compliance with some provisions of certain civil rights laws. As such, the University prescribes standards of personal conduct that are consistent with its mission and values. This policy statement is neither intended to discourage, nor is it in fact applicable to, any analytical discussion of law and policy issues involved, or to discussions of any recommendations for changes in existing law. Discussions of these matters are both practiced and are welcomed within our curriculum.

The MAT program strives to create an environment in which MAT students, faculty, preceptors and patients treat each other with dignity and respect. The MAT program will not tolerate discrimination of any kind between or among any of its affiliated members (e.g., students, patients, preceptors, faculty or other clinical staff). Acts of discrimination should be reported immediately to a direct supervisor and a MAT faculty member. If the direct supervisor or faculty member is an involved party, the incident should be reported to his/her direct supervisor. All claims of discrimination will also be referred to the appropriate Baylor University administrative office (e.g., Human Resources, Title IX Office). Instances of discrimination that occur at off-campus clinical sites should immediately be reported to a MAT faculty member and the clinical site's human resource department.

Student Cancellation

A cancellation occurs when a MAT student decides not to attend classes for a semester prior to the first day of classes for that semester. A MAT student's schedule cannot be cancelled on or after the first day of class. Cancellations and related refund requests must be in writing, addressed to the cashier's office or by email and made prior to the first day of classes for the semester. For cancellations, all tuition, fees, and

meal plans will be refunded at 100%. However, the \$500 seat deposit paid is nonrefundable and will be retained by the MAT program. If a MAT student has a housing assignment on campus, Campus Living and Learning will determine the refund and any related fees. The MAT student must contact Campus Living & Learning to inform that office that he/she will not be attending. Upon cancellation, financial aid for the term is cancelled and returned to the MAT program.

Student Withdrawal

Beginning the first class day of a semester, students who are financially settled are no longer permitted to drop all of their classes in Bearweb; therefore, they must schedule an exit interview with a representative of the Paul L. Foster Success Center (PLFSC) in order to withdraw from the University. If the student fails to schedule an exit interview with the PLFSC and simply stops attending, then tuition, fees, meal plans and other applicable charges will not be adjusted on the student's account. Financial aid credits, however, may be reversed as required by federal regulations. Any other procedure will lead to failure in all courses for which the student is registered. Under no circumstance does notification to MAT professors or dropping classes constitute an official university withdrawal.

The official university withdrawal date is established by the date on which a student schedules an exit interview with the PLFSC. The date the appointment is scheduled may be different than the actual date of the interview.

Refunds of tuition and required fees (e.g. General Student Fee, Chapel Fee, Course or Lab Fee, Administrative Fee, Applied Music Fee), are based on the official withdrawal date and are pro-rated on a per diem scale based on the total calendar days in that payment period up to the date that represents 60 percent of the payment period. A payment period is defined as the total number of calendar days in the semester or term (published first day of class through the published last day of finals) excluding the five calendar day Thanksgiving break and the nine calendar day spring break. There are no refunds after the 60 percent point of the payment period. Unless specifically noted, other fees are considered non-refundable. Please refer to the Baylor academic calendar for a schedule of refund percentages.

Technical Standards

Master of Athletic Training Program
Baylor University

The Master of Athletic Training (MAT) program at Baylor University is a rigorous and intense program that places specific requirements and demands on the athletic training students (ATS) enrolled. An objective of this MAT is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of patients. The technical standards set forth by the MAT establish the essential qualities considered necessary for an ATS to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the MAT's accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]). All ATSs admitted into the MAT must meet the following abilities and expectations. Compliance with the MAT's technical standards does not guarantee an ATS's eligibility for the Board of Certification (BOC) examination for athletic training.

The ATS must determine if they can meet the technical standards outlined below without accommodation or with accommodation from the Office of Access and Learning Accommodation (OALA) at Baylor University. An ATS indicating they can meet the technical standards with accommodation will be evaluated by OALA to confirm the stated condition qualifies as a disability under applicable laws. Upon review of OALA's recommended accommodation(s), the University will determine whether the accommodations requested would jeopardize clinician/patient safety or the MAT education process of the ATS or the institution. This evaluation would take into consideration all coursework and clinical experiences deemed essential to graduation. An ATS that is unable to fulfill these technical standards, with or without reasonable accommodation, will not be admitted and/or allowed to continue in the MAT.

An ATS in the MAT must demonstrate:

Intellectual characteristics

1. The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessments and therapeutic judgments.
2. Ability to critically apply didactic concepts and theoretical principles to clinical practice.

Physical characteristics

1. Possess adequate visual capacity, hearing ability, and tactile sensation to observe and respond appropriately in classroom, laboratory, clinical education, and clinical experience environments.
2. Sufficient postural and neuromuscular control, sensory function, and coordination to:
 - a. Perform appropriate physical examinations using accepted techniques.
 - b. Accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.
 - c. Withstand extended periods of sitting and/or standing.
 - d. Lift essential equipment and assist with patient transfers.
3. Physical endurance and mental capacity to provide efficient patient care, meeting healthcare standards, for the duration of a clinical day/week/event.

Behavioral characteristics

1. 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.

Appendix A

2. The ability to understand and speak the English language at a level consistent with competent professional practice.
3. The ability to record the physical examination results and treatment plans clearly and accurately.
4. The capacity to maintain composure and continue to function well during periods of high stress.
5. The perseverance, diligence and commitment to complete the MAT as outlined and sequenced.
6. The flexibility to adjust to changing situations and uncertainty in clinical situations.
7. Emotional capacity, appropriate demeanor and ability to build rapport that embodies professional practice and quality patient care.

Technical Standards for Admission Student Acknowledgement

Please initial next to each statement below:

- ___ I certify that I have read and understand the technical standards for selection listed above.
- ___ I believe to the best of my knowledge that I meet each of these standards without accommodation **OR** with accommodation(s) from OALA.
- ___ I understand that if I request accommodation(s) through OALA, I must provide the MAT with an outline of requested accommodation(s) from OALA.
- ___ I understand that if I am unable to meet these standards, with or without accommodation(s), I will not be admitted into the MAT and/or be allowed to continue in the MAT.
- ___ I understand that if my physical, mental, or emotional health changes, I must recertify the above.

Signature of Applicant

Date

Name of Applicant (please print)

Appendix B

2022-23 MAT Calendar

June 3	First day of summer clinical experience
June 20	Juneteenth – University Holiday
June 21	MAT Orientation
June 21	First day of class – Introduction of Patient Care
July 4	Independence Day – University Holiday
July 8	Last day of class – Introduction of Patient Care
July 11	First day of class – Evaluation and Diagnosis I
July 27	Last day of class – Evaluation and Diagnosis I
July 27	First day of class – Research Methods
TBD	Start of pre-season clinical experience
August 12	Last day of class – Research Methods Last day of summer clinical experience
August 22	First day of class, fall semester First day of Clinical Rotation 1 & 6
September 5	Labor Day – University Holiday
September 16	Mid-evaluations due
TBD	Oral Comprehensive Exam 3
October 7	Evaluations due
October 9	Last day of Clinical Rotation 1 & 6
October 10	First day of Clinical Rotation 2 & 7
October 14	Fall break – no class
November 4	Mid-evaluations due
TBD	Oral Comprehensive Exam 1
November 19-27	No class – Thanksgiving break
December 7	Last day of Clinical Rotation 2 & 7 Evaluations due Last day of class Professional Preparation Portfolio due

Appendix B

January 3	Internship application due – new sites
January 16	MLK, Jr. Day – University Holiday
January 17	First day of class, spring semester First day of Clinical Rotation 3 & 8
January 20	Internship application due – existing sites
February 3	Mid-evaluations due
March 3	Evaluations due
March 5	Last day of Clinical Rotation 3 & 8
March 6	First day of Clinical Rotation 4 & 9
March 4-12	Spring break
TBD	1Y Research Proposal Scheduled/2Y Research Defense Scheduled
March 28	Diadeloso – no class
Mar 31	Mid-evaluations due
April 7-10	Easter Break
TBD	1Y Research Proposal Deadline/2Y Research Defense Deadline
TBD	Oral Comprehensive Exam 2
May 4	Last day of class, spring semester Professional Preparation Portfolio due Last day of Clinical Rotation 4 & 9 Evaluations due
May 10	First day of class – Concepts in Injury Management
May 12-13	Spring Commencement
May 26	Last day of class – Concepts in Injury Management
June 1	First day of summer clinical experience
Aug 11	Last day of summer clinical experience

INTERNSHIP INFORMATION

Please fill out the following information in order for the student to complete an internship request through Baylor University.

Internship parameters

Anticipated start date: _____ Anticipated end date: _____
Average weekly hours: < 30 hours per week 30-60 hours per week 60+ hours per week
Type of clinical setting (please select all that apply):
 College High School Rehab clinic
 Physician clinic Developmental league Semi-professional sports
 Professional sports Industrial Military
 Public service Performing arts Other: _____

Internship agency contact

Name: _____ Title: _____
E-mail address: _____ Phone number: _____
Mailing address: _____

Internship agency supervisor

Name: _____ Title: _____
Credentials
 AT: BOC number _____ State licensure/certification number _____
 MD/DO: licensure/certification number _____
National Provider Identifier (NPI) Number: _____
E-mail address: _____ Phone number: _____

Does the MAT program have an established contract with this agency? Yes No

If yes, skip to next page.

Agency information

Full legal name (for contract purposes): _____
Mailing address: _____
Physical address: _____

Is there a parent organization that the contract must go through? Yes No

If yes, please also provide information on the parent organization

Full legal name (for contract purposes): _____
Mailing address: _____
Physical address: _____

Contract option: Baylor standard agreement Agency-provided agreement

Person with authority to negotiate a legal contract

Name: _____ Title: _____
E-mail address: _____ Phone number: _____

Person with authority to sign a legal contract

Name: _____ Title: _____
E-mail address: _____ Phone number: _____

CONFIRMATION OF ACCEPTANCE OF INTERNSHIP

This is to confirm that the Baylor University student named _____ has been accepted by _____ (name of supervisor) at _____ (name of facility or agency) to complete an internship through Baylor's Department of Health, Human Performance and Recreation (HHPR) during the dates on or about _____ through _____. The exact starting and ending dates will be determined as between the student and the preceptor at the facility or agency. **The internship will be for a minimum of six weeks with at least 30 hours per week.**

Participating students are working on graduate degrees in the area of Athletic Training and have completed the majority of the course work in the program. The purpose of this internship experience is to provide students an opportunity to both observe and participate in actual professional positions, and to provide students opportunities to experience the professional work settings that are appropriate to their preparation and career aspirations. The internship is to create an educational experience that (1) increases the student's knowledge base and enhances the perceptions of the career track and organization; (2) stimulates inquiry; and (3) provides a practical experience that can contribute to the student's professional future.

Baylor understands that certain settings limit the type of experiences in which interns can participate, but Baylor encourages the agency to consider the following processes by the internship agency supervisor:

1. Completing preceptor training provided by the program prior to the start of the internship.
2. Providing documentation as requested by the program including but not limited to:
 - a. Proof of appropriate credentialing for any supervising athletic trainer or physician
 - b. Proof of annual calibration and maintenance of equipment
 - c. Venue-specific critical incident response procedures
 - d. Blood-borne pathogen policy
 - e. Communicable and infectious disease policy
3. Providing an orientation session prior to a client/patient encounter to include:
 - a. Critical incidence response plans
 - b. Blood-borne pathogen exposure plan
 - c. Communicable and infectious disease policies
 - d. Documentation policies and procedures
 - e. Patient privacy and confidentiality protections
 - f. Plan for clients/patients to be able to differentiate practitioners from students
4. Affording the students with opportunities to observe and **assist** with client/patient care, related programs, operations, and procedures.
5. Meeting at regular intervals with the interns to discuss performance, concerns, and to sign-off on completed hours.
6. Complete a mid-experience and final evaluation form concerning the student's performance and electronically submit, mail, or fax the completed form to Baylor's coordinator.

Thank you for accepting the responsibility to supervise Baylor's graduate students during their time at your organization. Internships are very important parts of the education provided to our students in the Department of Health, Human Performance, and Recreation at Baylor University. Through carefully selected experiences, Baylor aims to offer to some of its best HHPR students the opportunity to work in and be a part of the activities of agencies, offices, and organizations so that they can combine real life experience with their classroom education.

This confirms that the above-named student has been accepted to complete an internship experience.

Agency Supervisor Signature: _____

Date: _____

Readiness for the Profession Evaluation

Master of Athletic Training Program
Baylor University

Student Name: _____ Year in Program: _____ Date: _____

5 – Excellent 4 – Above Average 3 – Average 2 – Below Average 1 – Unsatisfactory
U/A – Unable to assess

- | | | | | | | |
|---|---|---|---|---|---|-----|
| 1. Recognizes the necessity for primacy of the patient | 5 | 4 | 3 | 2 | 1 | U/A |
| 2. Demonstrates the ability to work well as a member of the sports medicine team (e.g., AT, MD, Coach) | 5 | 4 | 3 | 2 | 1 | U/A |
| 3. Actions and behaviors establish appropriate professional boundaries | 5 | 4 | 3 | 2 | 1 | U/A |
| 4. Demonstrates ability to recognize and respect cultural diversity while treating others in a dignified and respectable manner in accordance with professional standards | 5 | 4 | 3 | 2 | 1 | U/A |
| 5. Demonstrates a willingness to learn and apply new skills | 5 | 4 | 3 | 2 | 1 | U/A |
| 6. Demonstrates dependability and responsibility for assigned tasks in the clinical and didactic settings | 5 | 4 | 3 | 2 | 1 | U/A |
| 7. Accepts feedback for improvement and sets goals based on feedback | 5 | 4 | 3 | 2 | 1 | U/A |
| 8. Applies critical thinking skills by adapting to variant conditions | 5 | 4 | 3 | 2 | 1 | U/A |

Do you have any concerns about the MAT student’s actions or behaviors with regard to the moral, ethical or legal standards of the profession? Yes No
If yes, please explain: _____

Do you have any concerns about the MAT student’s mental, emotional, or physical capacities needed to provide quality patient care? Yes No
If yes, please explain: _____

Did the student successfully complete the most recent section of the comprehensive examination?
Yes No N/A (summer RFP will not have associated comps)
Comments: _____

Please explain a rating of “Below Average” or “Unsatisfactory”:

AT Faculty Signature: _____
MAT Student Signature: _____

Clinical Experience Evaluation

Baylor University

Master of Athletic Training Program

Name: _____

Clinical Experience: _____

Preceptor: _____

Filled out by: Preceptor ATS

Please rate the above student in the following areas in regards to his/her performance during the assigned clinical experience keeping in mind future employment. Please note that a 3 is what the average athletic training student is expected to achieve. An athletic training student who is demonstrating *behavior/skills that would be cause for a raise/promotion in a job setting should be rated at a 4 or 5*. An athletic training student demonstrating *behavior/skills that would require remediation/termination in a job setting should be rated as a 1 or 2*.

Please utilize the following Likert grading scale in your responses.

5 – Always 4 – Usually 3 – Half of the Time 2 – Rarely 1 – Never N/A – Not Applicable

- | | | | | | | |
|--|---|---|---|---|---|-----|
| 1. Applies critical thinking skills by adapting to variant conditions | 5 | 4 | 3 | 2 | 1 | N/A |
| 2. Demonstrates ambition and/or self-confidence in the components of clinical care | 5 | 4 | 3 | 2 | 1 | N/A |
| 3. Demonstrated the ability to recognize and evaluate a variety of medical conditions | 5 | 4 | 3 | 2 | 1 | N/A |
| 4. Applied appropriate interventions to a variety of medical conditions | 5 | 4 | 3 | 2 | 1 | N/A |
| 5. Established and modified plan of care for assigned patient load utilizing appropriate outcome measures | 5 | 4 | 3 | 2 | 1 | N/A |
| 6. Supplied the patient with appropriate education related to injury/illness and plan of care | 5 | 4 | 3 | 2 | 1 | N/A |
| 7. Appropriately documents all relevant tasks, interactions, and procedural information (e.g., insurance, billing) while utilizing appropriate coding and format | 5 | 4 | 3 | 2 | 1 | N/A |
| 8. When faced with a challenge(s), the student displayed the ability to adapt and persevere | 5 | 4 | 3 | 2 | 1 | N/A |
| 9. Accepted feedback for improvement and set goals based on feedback | 5 | 4 | 3 | 2 | 1 | N/A |
| 10. Demonstrates dependability and responsibility in completing assigned duties and tasks in an accurate, efficient and timely manner | 5 | 4 | 3 | 2 | 1 | N/A |
| 11. Actions and behaviors establish appropriate professional boundaries (e.g., professional dress, appropriate communication) | 5 | 4 | 3 | 2 | 1 | N/A |
| 12. Demonstrates the ability to collaborate with other healthcare and wellness professionals | 5 | 4 | 3 | 2 | 1 | N/A |

Please indicate the student's case load at this clinical site: _____

Do you have any concerns regarding the MAT student's actions or behaviors with regard to recognizing, respecting and accounting for political, religious, racial, and/or cultural differences? **Yes** **No**

If yes, please explain: _____

Do you have any concerns regarding the MAT student's mental, emotional, or physical capacities needed to provide quality patient care? **Yes** **No**

If yes, please explain: _____

Do you have any concerns about the MAT student's actions or behaviors with regard to the moral, ethical or legal standards of the profession? **Yes** **No**

If yes, please explain: _____

Comments for specific items: _____

Appendix C

Overall impression of student: _____

Preceptor Signature: _____ **Date:** _____

For office use only

Total points for evaluation _____ / _____ total items = _____ average score for evaluation

Utilizing the table below please provide numerical grade: _____

Average Score	Grade Equivalent
4.0-5.0	90-100% A
3.0-3.99	80-89.9% B
2.0-2.99	70-79.9% C
1.0-1.99	60-69.9% D
0.0-0.99	0-59.9 % F

Preceptor Evaluation

Baylor University
Master of Athletic Training Program

Preceptor: _____ **Clinical Site:** _____

Semester/Year: _____ **Date:** _____

The named preceptor is: My assigned preceptor A preceptor at my clinical site

Please evaluate your Preceptor by answering the questions below. Please give your honest feedback. Your information will remain anonymous; general comments will be shared, at the end of the year, with the supervisor to assist them in improving their clinical site and teaching methods.

Using a 5-point scale, please indicate your perception of having received an adequate clinical experience in the following areas. Please use the area marked for comments to explain any response given below a “3”.

5 = Always 4 = Usually 3 = Half of the time 2 = Rarely 1 = Never

Personal & Professional Attributes

Models a professional demeanor	5	4	3	2	1	N/A
Provides open lines of communication	5	4	3	2	1	N/A
Demonstrates good rapport with students, patients, & professionals	5	4	3	2	1	N/A
Addresses issues in a direct, mature & professional manner	5	4	3	2	1	N/A
Critically appraises and adapts to changing conditions (e.g., patient care, environment)	5	4	3	2	1	N/A
Provides timely communication with regard to changes (e.g., expectations, schedule, location, and/or supervision)	5	4	3	2	1	N/A
Establishes & maintains clear expectations for the clinical experience	5	4	3	2	1	N/A
Provides clear instruction that enables the student to meet expectations	5	4	3	2	1	N/A
Scheduled clinical hours provided valuable learning experiences	5	4	3	2	1	N/A

Please explain any rating of 2 or below: _____

Teaching Abilities & Attitudes

Intentionally includes the student in various elements of patient care	5	4	3	2	1	N/A
Intentionally includes the student in various learning opportunities (e.g., administrative tasks, meetings, professional communication)	5	4	3	2	1	N/A
Assigns clinical tasks appropriate for the student’s education	5	4	3	2	1	N/A
Challenges the student to critically appraise and adapt to changing conditions (e.g., patient care, environment)	5	4	3	2	1	N/A
Interactions, expectations and guidance are commensurate with the student’s skill level	5	4	3	2	1	N/A
Utilizes effective teaching strategies to engage the student	5	4	3	2	1	N/A
Provides feedback in a timely and contextually appropriate manner	5	4	3	2	1	N/A
Provides feedback to enhance the student’s personal and professional growth	5	4	3	2	1	N/A

Please explain any rating of 2 or below: _____

1. Do you have any concerns regarding the preceptor’s equal treatment of students with regard to legally protected classes (e.g., gender, race, sexual orientation)? **Yes No**
If yes, please explain: _____

Clinical Site Evaluation

Baylor University
Master of Athletic Training Program

Clinical Site: _____ **Preceptor:** _____

Semester/Year: _____ **Date:** _____

Please evaluate your assigned clinical site by answering the questions below. Please give your honest feedback. Your information will remain anonymous; general comments will be shared, at the end of the year, with the supervisor to assist them in improving the clinical site.

Using a 5-point scale, please indicate your perception of having received an adequate clinical experience in the following areas. Please use the area marked for comments to explain any response given below a "3".
5 = Always 4 = Usually 3 = Half of the time 2 = Rarely 1 = Never

Clinical Setting

Provides an environment conducive to the application site-specific skills (e.g., billing, insurance, documentation)	5	4	3	2	1	N/A
Provides exposure to a variety of clinical problems (e.g., cardiovascular, gastrointestinal, musculoskeletal)	5	4	3	2	1	N/A
Interpersonal interactions create an environment conducive to patient care	5	4	3	2	1	N/A
Adheres to site and MAT program policies and procedures	5	4	3	2	1	N/A
Encourages me to learn new components of patient care	5	4	3	2	1	N/A
Provides added benefit to my education	5	4	3	2	1	N/A

Please explain any rating of 2 or below: _____

10. Overall rating of clinical setting: _____
5 = Excellent, 4 = Above Average, 3 = Average, 2 = Average, 1 = Unsatisfactory

11. Did you have the ability to sanitize between patients (e.g., hand washing station, hand sanitizer) and protect yourself from blood and bodily fluids (e.g., gloves, gowns)? **Yes No**
If no, please explain: _____

12. Did you always have a supervisor physically present and able to intervene on behalf of you and/or the patient?
Yes No
If no, please explain: _____

13. Was the number of personnel at your clinical site appropriate to facilitate a good learning environment (e.g., adequate opportunities to enhance skills)? **Yes No**
If no, please explain: _____

14. Do you have any concerns regarding the handling of blood, bodily fluids and medical waste? **Yes No**
If yes, please explain: _____

15. Do you have any concerns regarding the compliance with prescribed guidelines of the governing body for patient care (e.g., NCAA, UIL, Joint Commission)? **Yes No**
If yes, please explain: _____

Please answer questions 7-10 for Collegiate and High School Clinical settings. All other clinical settings, please skip to question 11.

Appendix C

16. Approximately how many patients are at this clinical site? <10 11-20 21-30 31-50 51-100 >100

17. Approximately how many existing injuries/treatments were at the clinical site when your clinical experience began? <5 6-10 11-15 16-20 21-25 >25

18. Approximately how many new injuries/treatments occurred at your clinical site during your clinical experience? <5 6-10 11-15 16-20 21-25 >25

19. Approximately how many patient interactions (e.g., evaluation, treatment, rehabilitation) did you have during an average week? <5 6-10 11-15 16-20 21-25 >25

20. When considering total patient interactions, please assign appropriate percentages to the following categories. (The total should equal 100.)

- Evaluation
- Prophylactic support (taping/bracing)
- Passive treatment technique (electrotherapy, cryotherapy)
- Active treatment technique (massage, joint mobilization)
- Rehabilitation

21. When considering all patient interactions, please assign appropriate percentages to the following categories. (The total should equal 100.)

- Observed the application of clinical skills
- Assisted with the application of clinical skills
- Independently performed clinical skills

22. Should the MAT program continue to utilize this clinical setting? **Yes** **No**

If no, please explain: _____

23. This clinical site is most appropriate for:

- a. 1Y MAT students
- b. 2Y MAT students
- c. All levels

24. Please provide a brief explanation of the student ranking given above: _____

25. Please identify the major strengths of the clinical setting: _____

26. Please identify any areas of improvement for the clinical setting: _____

27. Please list any recommendations on how to improve this overall clinical experience: _____

Clinical Experience Goals & Expectations
Master of Athletic Training Program
Baylor University

Student Name: _____ **Preceptor Name:** _____

Clinical Experience: _____ **Semester/Year:** _____

Previous/Current Coursework: (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Introduction to Patient Care | <input type="checkbox"/> Therapeutic Interventions II |
| <input type="checkbox"/> Evaluation & Diagnosis I | <input type="checkbox"/> Concepts in Injury Management |
| <input type="checkbox"/> Evaluation & Diagnosis II | <input type="checkbox"/> Administrative Topics in AT |
| <input type="checkbox"/> Evaluation & Diagnosis III | <input type="checkbox"/> Advanced Patient Care |
| <input type="checkbox"/> Therapeutic Interventions I | <input type="checkbox"/> Interdisciplinary Approach to Healthcare |

In the spaces below, please articulate your goals and expectations for this clinical experience. Make sure all goals are **specific, measurable, attainable, realistic, and time-specific (SMART)**. This form should be filled in electronically and submitted to the preceptor a minimum of 1 week prior to your scheduled clinical site orientation. It is the MAT student's responsibility to contact the preceptor via email to schedule site orientation and attach a completed copy of this form. A signed copy of the completed form should be scanned and e-mailed to the clinical course instructor.

1. My current career goal is:

2. The skills that I would like to work on are as follows:
(e.g., Increase patient interactions by taking 5 medical histories each week.)

3. My expectation of patient interactions is the following:
(e.g., Evaluate one patient per week, Tape two patients per day.)

4. I learn best by:

Appendix C

5. I expect to have _____ (number) patients assigned to me during this clinical experience.

6. I believe my greatest strength and area needing greatest improvement are:

Strength:

Area for improvement:

7. The way(s) I think you can best help me grow as a professional is:

.....
I acknowledge that these goals and expectations have been discussed and will be used to guide the MAT student's clinical experience.

MAT Student: _____

Date: _____

Preceptor: _____

Date: _____

Disciplinary Incident Report
Master of Athletic Training Program
Baylor University

MAT Student Name: _____ ID#: _____

Incident Location: _____ Incident Date: ____ / ____ / ____

Witnesses: _____

Reason for Report:

- | | | |
|--|---|---|
| <input type="checkbox"/> Insubordination | <input type="checkbox"/> Dress Code Violations | <input type="checkbox"/> Conduct Unbecoming an Athletic Trainer |
| <input type="checkbox"/> Falsifying Records | <input type="checkbox"/> Chronic Tardiness | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> Unprofessional Behavior | <input type="checkbox"/> Theft / Vandalism | _____ |
| <input type="checkbox"/> Academic Dishonesty | <input type="checkbox"/> Sexual Harassment | _____ |
| <input type="checkbox"/> Breach of Duty | <input type="checkbox"/> Inappropriate Relationship | _____ |
| <input type="checkbox"/> Substance Abuse | | |
| <input type="checkbox"/> Unexcused Absences | | |

Incident Description: _____

Will this incident be referred to the MAT Review Board? Yes No

I, the undersigned, understand that my signature below **IS NOT** an admission of guilt, but rather an acknowledgement of the report. Each deficiency report will be reviewed on a case-by-case basis. I also understand that any refusal to sign this document by the aforementioned athletic training student will be considered an admission of guilt and subsequent disciplinary action will be taken.

MAT Student Signature _____ Date _____
Staff / Faculty AT Signature _____ Date _____

For use by the MAT Review Board

Comments/Remarks from Review Board meeting:

Action Taken: _____

MAT Student Signature: _____ Date _____
Reviewer Signature: _____ Date _____

Venue-Specific Training Acknowledgement
Master of Athletic Training Program
Baylor University

Form instructions: please complete all fields. The orientation date indicates the day that the virtual and/or in-person orientation is completed. If the orientation is a multi-day event, please indicate the date range. The person conducting the orientation needs to initial for each component to certify that the orientation included all these required components. Additionally, the student will initial to confirm. Signatures at the bottom certify that the orientation was completed PRIOR TO the student administering patient care and/or completing any clinical hours.

Completion of this document certifies that _____ (student name) has completed all relevant venue-specific training procedures for _____ (clinical site name) on _____ (orientation date).

The orientation must include the following required items but per clinical site policies, it may have additional components. Please initial next to each item below to certify that it was included in the orientation.

	Site Representative	Student
• Critical incident response plan(s)	_____	_____
• Bloodborne pathogen exposure plan	_____	_____
• Communicable and infectious disease policies	_____	_____
• Documentation policies and procedures	_____	_____
• Patient privacy and confidentiality protections	_____	_____
• Plan to differentiate practitioners from students	_____	_____

My signature below certifies that the above items have been provided to and reviewed by the student prior to the administration of patient care.

Site Representative Printed Name

Athletic Training Student Printed Name

Signature

Signature

Position

Date

Date

**Bloodborne Pathogen and Communicable Disease
Policy Acknowledgement**

Master of Athletic Training Program
Baylor University

I have thoroughly read the bloodborne pathogen and communicable disease policies and have had any questions answered that I may have had. Please initial next to each statement below:

- ___ I certify that I have read and understand the Bloodborne Pathogen Policy and Communicable Disease Policy.
- ___ I am aware of risks of transmission of bloodborne pathogens and communicable diseases while completing the Master of Athletic Training program requirements.
- ___ I agree to abide by the procedures recommended to control the risk of infection to myself or others.

Student printed name: _____

Student signature: _____

Date: _____

Athletic Training Student Handbook Acknowledgement

Master of Athletic Training Program
Baylor University

I attest to being given adequate time to review each section of the Baylor Athletic Training Student Handbook. After review, I understand all policies related to the didactic and clinical portions of the MAT program and have had any questions pertaining to the handbook answered. I understand that violation of any policy contained in this handbook will result in remediation steps up to and including dismissal from the program based on the severity of the infraction. I acknowledge that I am responsible for adhering to all policies and procedures outlined within this handbook.

Student Name (please print)

Date

Student Signature