

Master of Athletic Training (MAT) Guide



Program Policies & Procedures

*Revised Summer 2026

INTRODUCTION

This online document contains the policies and procedures related to all aspects of the Culver-Stockton College Athletic Training Program (C-SC ATP). It is intended to be a reference for applicants, current athletic training students, athletic training faculty and staff, clinical preceptors, and administrators. All persons that are stakeholders in the Culver-Stockton College ATP should read and be familiar with all parts of the most current handbook. This document will be used to further explain the ATP as referenced in the current academic catalog.

The C-SC ATP is designed to prepare students for a career as an entry-level athletic trainer and/or pursuit of advanced graduate/professional studies. The student who envisions a career as an allied health professional must accept certain responsibilities beyond those associated with successful academic performance and clinical proficiency. Students within the C-SC ATP are expected to uphold appropriate professional standards, such as those outlined by the National Athletic Trainers' Association's [Code of Professional Ethics](#) and the ATP handbook. Athletic training students involved in the professional phase of this program are required to read all aspects of this handbook and have a working knowledge and understanding of the information contained within.

All policies and procedures outlined in this handbook are in congruence with the Culver-Stockton College Academic Catalog. Specific policies within the academic handbook may be outlined in more detail, in an effort to improve clarity and minimize ambiguity.

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Vision:

The Athletic Training Program (ATP) at Culver-Stockton College will be a nationally recognized educational program for producing exceptional professionals and servant leaders in the field of athletic training.

Mission:

The Master of Athletic Training (MAT) program prepares students to **Be Bold, Think Big, and Create Change** as competent, skilled and committed health care leaders and professionals. Through a CAATE-accredited, **experiential learning** curriculum, students engage in **community-focused, innovative training** to succeed in the dynamic field of athletic training and health care.

Program Values:

The ATP is encapsulated by three overarching values. We value the development of a **COMPETENT** allied health professional that is diversely **SKILLED** and **COMMITTED** to the principles of **professional development** and **servant leadership**.

Student Learning Outcomes:

MAT students will utilize a professional approach (EXP 6) to demonstrating competence and skill in, as well as commitment to:

1. Patient/Client-Centered Care (EXP 1)
2. Interdisciplinary Education & Practice (EXP 2)
3. Evidence-Based Practice (EXP 3)
4. Information-Driven Decisions & Health Care Informatics (EXP 4)
5. Quality Improvement (EXP 5)

Accreditation Statement:

Culver-Stockton College is currently accredited by the Commission on Accreditation of Athletic Training Education (CAATE), 6850 Austin Center Blvd., Suite 100, Austin, TX 78731-3101 and offers a Master of Athletic Training (MAT). Upon completion of the program, a student would be eligible to take the Board of Certification examination to become a certified athletic trainer (AT). To enroll in coursework, students must fulfill the admission requirements for and be granted formal admission to the program. Entrance is competitive and not guaranteed.

Program Outcomes: <https://accreditation.caate.net/directory/>

Non-discriminatory Statement

Culver-Stockton College admits students, awards financial aid and administers its academic and extra-curricular programs without regard to race, color, creed or religion, gender, marital status, national origin, military status, disability, age, or any other characteristic protected by law.

NATA Code of Ethics

Students are expected to maintain and abide by the NATA Code of Ethics

Preamble

The National Athletic Trainers' Association Code of Ethics states the principles of ethical behavior that should be followed in the practice of athletic training. It is intended to establish and maintain high standards and professionalism for the athletic training profession. The principles do not cover every situation encountered by the practicing athletic trainer but are representative of the spirit with which athletic trainers should make decisions. The principles are written generally; the circumstances of a situation will determine the interpretation and application of a given principle and of the Code as a whole. When a conflict exists between the Code and the law, the law prevails.

Principle 1: MEMBERS SHALL PRACTICE WITH COMPASSION, RESPECTING THE RIGHTS, WELFARE, AND DIGNITY OF OTHERS

Principle 2: MEMBERS SHALL COMPLY WITH THE LAWS AND REGULATIONS GOVERNING THE PRACTICE OF ATHLETIC TRAINING, NATIONAL ATHLETIC TRAINERS' ASSOCIATION (NATA) MEMBERSHIP STANDARDS, AND THE NATA CODE OF ETHICS

Principle 3: MEMBERS SHALL MAINTAIN AND PROMOTE HIGH STANDARDS IN THEIR PROVISION OF SERVICES

Principle 4: MEMBERS SHALL NOT ENGAGE IN CONDUCT THAT COULD BE CONSTRUED AS A CONFLICT OF INTEREST, REFLECTS NEGATIVELY ON THE ATHLETIC TRAINING PROFESSION, OR JEOPARDIZES A PATIENT'S HEALTH AND WELL-BEING.

For a full copy of the Code of Ethics, visit the NATA website: www.nata.org

I. BOC Standards of Practice

Students are expected to maintain and abide by the BOC Standards of Practice

PREAMBLE

The primary purpose of the Practice Standards are to establish essential duties and obligations imposed by virtue of holding the ATC® credential. Compliance with the Practice Standards are mandatory. The BOC does not express an opinion on the competence or warrant job performance of credential holders; however, every Athletic Trainer and applicant must agree to comply with the Practice Standards at all times.

STANDARD 1: DIRECTION

The Athletic Trainer renders service or treatment under the direction of, or in collaboration with a physician, in accordance with their training and the state's statutes, rules and regulations.

STANDARD 2: PREVENTION

The Athletic Trainer implements measures to prevent and/or mitigate injury, illness and long term disability.

STANDARD 3: IMMEDIATE CARE

The Athletic Trainer provides care procedures used in acute and/or emergency situations, independent of setting.

STANDARD 4: EXAMINATION, ASSESSMENT AND DIAGNOSIS

The Athletic Trainer utilizes patient history and appropriate physical examination procedures to determine the patient's impairments, diagnosis, level of function and disposition.

STANDARD 5: THERAPEUTIC INTERVENTION

The Athletic Trainer determines appropriate treatment, rehabilitation and/or reconditioning strategies. Intervention program objectives include long and short-term goals and an appraisal of those which the patient can realistically be expected to achieve from the program. Appropriate patient-centered outcome assessments are utilized to document efficacy of interventions.

STANDARD 6: PROGRAM DISCONTINUATION

The Athletic Trainer may recommend discontinuation of the intervention program at such time the patient has received optimal benefit of the program. A final assessment of the patients' status is included in the discharge note.

STANDARD 7: ORGANIZATION AND ADMINISTRATION

The Athletic Trainer documents all procedures and services in accordance with local, state and federal laws, rules and guidelines.

STANDARD 8: CULTURALLY CONGRUENT PRACTICE

The Athletic Trainer practices patient centered care that is aligned with the cultural values, beliefs, worldview, and practices of the patient and other stakeholders

II. Code of Professional Responsibility

Preamble: The Code of Professional Responsibility (Code) mandates that BOC credential holders and applicants act in a professionally responsible manner in all athletic training services and activities. The BOC requires all Athletic Trainers and applicants to comply with the Code. The BOC may discipline, revoke or take other action with regard to the application or certification of an individual that does not adhere to the Code. The Professional Practice and Discipline Guidelines and Procedures may be accessed via the BOC website, www.bocatc.org.

Code 1: Patient Care Responsibilities

Code 2: Competency

Code 3: Professional Responsibility

Code 4: Research

Code 5: Social Responsibility

Code 6: Business Practices

For the full version of the BOC practice standards please visit their website:

<https://bocatc.org/wp-content/uploads/2024/01/SOPP-2024.pdf>

Admission Routes & Requirements:

Culver-Stockton College offers two options for completion of the MAT. Degree conferment may be obtained through a 3 + 2 (accelerated) model in which the student completes 3 years of specified undergraduate and pre-requisite coursework and an additional 2 years of MAT graduate courses to complete their BS in Health Science and MAT from Culver-Stockton College.

Students from partner Colleges and Universities may also pursue the 3 + 2, conferring their undergraduate degree from their affiliate institution and MAT from C-SC. Traditional graduate students pursue the MAT through a 4 + 2 model, in which the student completes any bachelor-level degree and pre-requisite coursework prior to entrance and completion of the graduate degree at C-SC.

The MAT at C-SC is a professional program that has multiple routes for admission. Admission is competitive and limited to 16 students per cohort. Cohorts may be uncapped with institutional approval and addition of appropriate faculty.

- **Direct Admission to Accelerated (3+2):** Only available for students enrolling at C-SC in the 3+2. Students must be an incoming freshman with a 3.5 GPA (4.0 scale) and have 50 hours of observation under the direct supervision of a credentialed AT prior to enrollment. Students maintain their guaranteed direct admission to the accelerated MAT by maintaining a 3.0 GPA and fulfilling the additional application requirements annually (see MAT Guide for details).
- **Accelerated Admission (3 + 2):** Only available to students at C-SC or partner institutions. Students must complete all application materials and have an endorsement from an AT at C-SC or the affiliate institution. Accelerated applicants should apply no later than January 15th of their third year (the semester preceding the start of the summer graduate year) through the C-SC admissions website to guarantee an automatic interview.
- **Traditional Admission (4 + 2):** Students must have a bachelor's degree from an accredited institution, complete their application through ATCAS or Culver-Stockton College website, and meet all entrance requirements. Applications are due no later than March 15th for full consideration and will not be accepted after April 15th.

*. *C-SC and partner institution students will be awarded priority points on evaluation ratings but may not be guaranteed entrance.*

Application & Entrance Requirements:

1. Cumulative GPA of at least 2.75, have completed their bachelor's degree or enrolled in the last semester from an accredited college or university; or enrolled in, and complete prior to program start date, and a minimum 92 credit hours and 3.0 GPA for accelerated applicants.

A grade of "C" or higher (no more than 3 C's in pre-req or foundational courses).

1. The professional program requires prerequisite content knowledge in:
 - a. Biology
 - b. Anatomy; or combination of two A&P courses
 - c. Physiology; or combination of two A&P courses
 - d. Physics
 - e. Chemistry
 - f. Psychology
2. Foundational Coursework (can be fulfilled as prerequisite):
 - a. Nutrition
 - b. Exercise physiology
 - c. Kinesiology or biomechanics

*If a student did not complete foundational coursework as a pre-requisite prior to matriculation into the program, they will have an individual program of study to ensure all foundational coursework is completed prior to program completion

Recommended coursework: Pathophysiology, Statistics (highly recommended), Medical Terminology (highly recommended), Public Health, Epidemiology, Care and Prevention of Athletic Injuries, and Abnormal Psychology.

*A student missing one or more of the application and entrance requirements may be eligible for conditional acceptance per institutional policy. Students seeking conditional acceptance are subject to approval by the Graduate and Professional Studies Committee. Conditions of acceptance will vary by applicant. Contact the Program Director for information on conditional acceptance.

2. Additional Application Requirements:

All applicants must meet application requirements:

- a. Submit a statement of professional interest/philosophy.
- b. Provide 2 professional evaluations/endorsements (1 must be supervising AT; recommend the other be from a faculty member/advisor). *If a student is not "highly recommended/recommended" they may be waitlisted or denied.

- c. Provide documentation of 50 hours of observation under the supervision of and endorsement by an AT.
 - d. Submit verification of ability to meet the “technical standards” and “additional requirements” of the MAT program.
- 3. Secondary Application & Entrance Requirements:
 - a. Applicants will receive verification of application receipt, along with request for secondary application requirements and additional information needed (if applicable)
 - b. Selected applicants will receive a request for interview; based upon approval of the application and interview, a letter of acceptance or denial will be distributed no later than April. Acceptance is rolling and available until filled. Students are highly encouraged to apply as early as possible.
 - c. Upon acceptance, students are required to submit a nonrefundable deposit of \$150. The fee will cover the cost of background check and liability insurance (remaining funds will be credited to the student account upon enrollment).
 - d. Accepted applicants are subject to the following:
 - a criminal background check,
 - must provide a medical history, undergo a physical (within one year),
 - provide verification of current immunizations (must include Tetanus within 10 years, varicella, Hepatitis B (3-part series), 2 MMR and 2 step TB testing [must be valid within one year of clinical]),
**Students may also be subject to a drug-test at some clinical sites. This will be done within 30 days of the start of the associated clinical rotation and is the financial responsibility of the student.*
 - proof of liability insurance prior to the start of clinical coursework (failure to comply may result in revocation of acceptance and/or dismissal from program)

Students must also be able to secure housing, be willing to relocate, and have access to reliable transportation.

4. Pre-requisite course assessment

Any pre-requisite course from an outside institution is evaluated by the Registrar for congruence with coursework at C-SC. Consult may be sought from the program or faculty member responsible for said course for final determination. See the appendices for the qualifying criteria for pre-requisite courses by program consult.

Master of Athletic Training

Course Sequence/2-year Degree Plan

(56 Credits)

Year 1: Summer	Fall	Spring
(3) ATR510 Foundational Concepts in AT (3) ATR515 Functional Anatomy *(1) ATR501 Clinical I	(3) ATR525 Clinical Diagnosis I (3) ATR555 Physical Examination & Diagnostics (3) ATR625 Clinical Diagnosis II (3) ATR 520 Diversity & Cultural Competence for the Health Professional (EXP 1) *(2) ATR502 Clinical II (EXP 6)	(3) ATR545 Therapeutic Interventions I (3) ATR645 Therapeutic Intervention II (2) ATR 535 Pharmacology (3) ATR530 Evidence-Based Research & Clinical Practice (EXP 3) *(2) ATR503 Clinical III (EXP 6)
7 hrs	14 hrs	13 hrs
Year 2: Summer	Fall	Spring
(2) ATR610 Behavioral Health *(1) ATR604 Clinical IV	(1) ATR620 Capstone for Health Professionals (2) ATR655 Therapeutic Intervention III (3) ATR630 Healthcare Administration (EXP 4, 5) *(3) ATR606 Clinical VI: Immersion (EXP 6)	(3) ATR665 Nutrition & Conditioning for Human Performance (3) ATR615 Community Health Promotion & Wellness (1) ATR640 Professional Development & Advocacy *(3) ATR607 Clinical VII: Immersion (EXP 2, 6)
3 hrs	9 hrs	10 hrs

*Requires engagement in hands-on patient care

Students must understand that clinical courses may continue within a trimester during scheduled breaks from formal class instruction. In addition, a special term between summer and fall trimesters will be used in the MAT. The academic calendar may be found in the online Culver-Stockton College Catalog

Academic Sanctions: Retention/Probation/Suspension/Dismissal Criteria

Students will be evaluated each semester for congruence with program conditions and retention criteria. Retention requirements include:

1. full-time enrollment in curriculum sequence
2. maintaining 3.0 GPA for Academic Good Standing (see graduate academic catalog)
3. earning a C or better in all coursework
4. passing all semester clinical comps and exit exam with 75% or better within 3 attempts; all didactic coursework requires an 80% or better within 3 attempts on the final exam.

Inability to achieve the respective score within 3 attempts will result in the course grade being dropped one letter grade

5. adherence to all policies set forth in the MAT Guide and Student Clinical Handbook and continued ability to meet “technical standards” and “additional requirements”.

Students falling below a 3.0 GPA, or violating program policies, will be placed on programmatic remediation and may receive academic sanctions, including suspension or dismissal. Students placed on academic probation have one academic semester to return to contractual or good standing. Inability to do so will result in dismissal. Students placed on remediation or academic sanction will be notified in writing, will be provided applicable terms of said actions, and will reserve the right to appeal that decision. All appeals should follow the Academic Policies and Regulations set forth in the current Academic Catalog. Inability to meet the conditions of remediation may result in probation, suspension or dismissal as consistent with the remediation terms and the academic catalog.

Estimated Annual Program Costs & Fees:

- **Tuition:** \$415/credit hour (C-SC alumni and partner institutions are eligible for a tuition discount of up to 15% or 10% respectively)
- **Deposit:** \$150 (non-refundable: credited toward tuition upon enrollment)
- **Unified Student Fee:** \$975 (institution-wide fee)
 - Includes access to library, online resources, entrance to campus programming/performances/events, wellness center membership, etc.
- **AT Program Fee:** \$750
 - Simulation costs, apparel/gear, liability insurance, criminal background check, association memberships (NATA, MAATA, & MoATA), conference registration/travel (MAATA), select BOC study program(s), practice/exit exam (3 attempts).
- **Course/Lab Fees:** \$100/course (Books are additional cost and vary by course/type: Estimated \$350-700.) Students are encouraged to purchase electronic texts to reduce costs. Students should purchase/keep their textbooks for preparation for the BOC exam.

- **BOC Certification Exam Fee:** \$450 (paid to BOC for application and registration). Additional \$375 for each exam attempt retake.
- **Sports Medicine Fee:** \$150 (applies to student athletes only)
- **Room/Housing:** Cost varies. Students are responsible for securing appropriate housing; [Campus housing](#) is available upon request. Those selecting campus housing must provide a \$200 housing deposit by April 1st.
- **Board:** Cost varies. Students are responsible for all food; Students electing for campus housing are required to purchase [campus meal plan](#). **Meal plans are not available in the summer semester.*
- ***Graduation:** \$150 (only upon graduation)

C-SC Graduation Requirements:

Students completing the MAT and graduating with a master's degree from C-SC must complete all program requirements, including an Exit Exam. Program requirements include satisfactory completion of all coursework, adherence to all retention criteria, and verification from the Program Director. Additionally, prior to conferment of your degree all tuition, fees, and out-standing financial balances must be rectified. See Academic Catalog for any additional information.

Key Program Requirements for Graduation from the ATP:

- Completion of the minimum hour requirement
- Successful completion of all ATR and support courses with a "C" or better
- Completion of all curricular CAATE Standards (Didactic & Clinical)
- Passing the Exit Exam with a minimum 75%. Not passing in 3 attempts will result in remediation for subsequent attempts, which may include re-taking related coursework.

BOC Exam Endorsement Criteria:

- All graduation requirements met or enrolled in coursework for their final semester
- Successful completion or plan for completion of all CAATE Standards
- Successful completion of the Exit Exam
- Current CPR/AED certification for the professional rescuer (ARC) or BLS (AHA)

Student Withdrawal & Refund:

Students who withdraw from the institution may be eligible for a portion of their tuition and fees. Please see the C-SC [Student Handbook](#) for up-to-date information.

Financial Aid & Scholarships:

Graduate students at C-SC are solely responsible for their tuition, fees, board and housing. Eligible graduate students are encouraged to file a FAFSA to assist them with financing their education. Currently, scholarships and grants at C-SC are only available to partner institution undergraduate students. C-SC alumni are eligible for a designated discount rate for graduate programing, which is currently 15%; partners are eligible for 10%; this rate can vary and is determined annually. In addition, information on scholarships and grants can also be found in the Financial Information section of the College Catalog under the category of “Eligibility for College Scholarship and Grants.” Students enrolled in the Accelerated degree plan are no longer eligible for undergraduate scholarships/aid at the start of their graduate degree.

Culver-Stockton College Athletic Training Program Work-Life Balance & External Co-Curricular Framework

Culver-Stockton College — Master of Athletic Training (MAT) Program

Program Handbook Policy Update

The Master of Athletic Training (MAT) program recognizes that balanced engagement in external activities—such as part-time employment, intercollegiate athletics, campus organizations, or personal wellness initiatives—contributes positively to a student’s overall personal and professional growth. However, the rigorous didactic and clinical progression demands of a graduate allied healthcare program necessitate careful, protective time management.

The purpose of this framework is not to restrict student life arbitrarily, but to establish an ongoing collaborative consultation process between the student, program administration, and external supervisors. This structure acknowledges the importance between balancing the academic program and the student’s external commitments so the voluntary external commitments do not inadvertently compromise clinical safety, academic performance, or personal health.

Key Balance Parameters:

- **Academic Priority:** Didactic coursework and scheduled clinical rotations remain the primary focus of the professional phase. External commitments must not interfere with scheduled class hours or mandatory patient-care clinical times.
- **Time Benchmarks:** It is strongly recommended that total external commitments do not exceed an average of 20 hours per week to minimize burnout.
- **Protected Off-Time:** In absolute compliance with student welfare guidelines, all students are guaranteed at least one full day entirely free from program-related clinical obligations every 7 days. It is highly recommended that the “off-time” from program-related clinical obligations is also an off-day from extra-curricular activities.
- **Collaborative Consultation:** Any student planning substantial external time obligations (e.g., holding a Graduate Assistantship, playing varsity sports, or working a consistent part-time job) will proactively submit a Work-Life-Balance Plan. If academic performance falls below program standards (such as dropping below a 3.0 GPA), this plan will be collaboratively revised with program advisors to increase dedicated study blocks and restructure clinical hours safely.

Culver-Stockton College

Athletic Training Program

Disciplinary Action: Athletic Training Student

The following violations may be reasons for disciplinary action. This list serves as a guideline although recognizing that action may be taken for other instances not defined

- Violation of General Athletic Training Program Policies (1)
 - Warning for first infraction (excluding offenses listed below)
 - Write-Up with Point accumulation after warning
- Insubordination, including but not limited to, untruthful communications or intent to deceive faculty/preceptors (3)
- Violation of Code of Ethics, BOC Standards, or Unprofessional Behavior (5)
 - Examples (breach of confidentiality, practice out of scope . . .)
- Possession of Alcohol/Tobacco or Illegal Substances Law Violation (5)
- Appearing under the influence during academic or clinical experiences (5)

Students who accumulate five violation points within one academic year will be required to meet with the Program Director and/or Director of Clinical Education and supervising Clinical Preceptor. Appropriate actions will be taken by program administration, which may include immediate probation or dismissal from the ATP. If a warning or probation is assigned, a remediation contract/form to ensure clinical success will be prescribed and agreed upon by all members before the student can continue with any clinical experiences. A student who accumulates more than five or more violation points during their professional phase may be placed on automatic program probation. Any student receiving more than ten violation points during their time in the ATP may be subject to dismissal. Students have the right to appeal any actions or decisions of the ATP staff and should follow the appropriate appeal and grievance guidelines as outlined in the Academic Catalog.

Culver-Stockton College

Athletic Training Program

Student Grievance Policies

General:

Students are encouraged to work professionally toward resolving grievances with parties involved or direct chain of command. Should resolution not be found or be most appropriate for administrative intervention, students are required to follow the procedures outlined in the Student Grievance Policy in the [Student Handbook](#).

Student Life:

Students who wish to file a complaint regarding incidents with fellow students, faculty or staff of the college may do so by reporting their grievance with the VP of Student Experience. All complaints will be investigated, and outcomes will be kept on file in the Student Life Division.

Academic:

EXPECTATIONS OF STUDENTS AND FACULTY

Academic honesty is required in all circumstances, and students are expected to conduct themselves in such a way that their integrity is unquestioned. Cheating, plagiarism, and other forms of academic dishonesty are strictly forbidden and will not be tolerated. The instructor of any course has the right to challenge any student when questionable circumstances arise and to require the student to furnish any relevant material. Appropriate sanctions will be imposed when cheating, plagiarism, or another form of academic dishonesty occurs.

Faculty are required to uphold the College's Academic Honesty Policy, discuss it in their classes, and include a reference to it in their course syllabi. Faculty will treat all cases of academic dishonesty as opportunities to impart knowledge, teach skills, and promote the value of academic integrity. Faculty members will report all cases of student academic dishonesty to the Dean of Graduate and Professional Studies.

DEFINITIONS

Cheating includes, but is not limited to, engaging in any of the following practices in regards to any class assignment (which includes papers, projects, homework, examinations, presentations, etc.): stealing an examination or any other material, copying or getting assistance from another student during an examination, collaborating on projects when not allowed by the instructor, submitting work that is not one's own, or assisting a student in any of the aforementioned activities. Due to the nature of certain classes and programs, individual instructors may also have additional academic honesty policies that students should be aware of when in any such classes or programs.

Plagiarism is defined as taking someone's ideas or words and passing them off as one's own. Examples include, but are not limited to, buying, or otherwise securing a paper or assignment from another source and submitting it as one's own work, presenting the exact words of a source without citing the source and without putting those words in quotation marks, and using another person's ideas without acknowledging the source of those ideas.

Fabrication is defined as falsifying data, information, or citations in any academic work. Examples include representing a fictional occurrence as an actual event, citing interviews that never occurred, and inventing statistics that are not grounded in research data.

Deception is defined as providing false information to an instructor or other academic administrator about an academic activity, project, exam, or other type of academic matter; for example, giving a false excuse for missing a project deadline, claiming to have submitted coursework that one did not actually submit, and forging an advisor's or instructor's signature on an academic form.

ACADEMIC INTEGRITY AND THE USE OF ARTIFICIAL INTELLIGENCE (AI)

1. Statement of Principle

Students are expected to uphold the highest standards of academic integrity. All submitted work must be the student's own, reflecting their original thought, critical analysis, and independent application of course content.

2. Permitted and Prohibited Uses of AI

To maintain the authenticity of the learning process, the use of generative AI tools (such as ChatGPT, QuillBot, Claude, or similar programs) is restricted.

- **Permitted Use:** Students may use the free version of basic spelling and grammar checkers (e.g., Grammarly, Microsoft Editor) to improve clarity and proofread their own writing. Students are also permitted to use AI to generate personal study guides, flashcards, or practice quizzes to assist with learning.
- **Prohibited Use:** Students may not use AI to compose, rewrite, paraphrase, summarize, or generate any portion of academic assignments, discussion posts, quizzes, or presentations unless explicitly authorized in writing by the instructor. Copying and pasting AI-generated text into any course component is strictly prohibited.

3. Investigation and Review Process

Because automated AI detectors can be unreliable, any suspicion of unauthorized AI use will be handled through a multi-step review process focused on academic verification:

1. **Instructor Review & Meeting:** If an assignment raises reasonable suspicion of unauthorized AI use, the instructor will meet with the student. The student may be asked

to explain their research process, share document version histories, or discuss the core concepts of their submission to verify authorship.

2. **Administrative Referral:** If the instructor confirms misuse, or if significant concerns regarding the authenticity of the work remain after the meeting, the matter will be referred to the Dean of Graduate and Professional Studies for a mandatory hearing. A formal letter documenting the incident will be issued to the student and placed in their academic file.

4. Academic Sanctions

The course instructor reserves the right to assign a grade of zero (0) or partial credit for any assignment found to violate this policy. Repeated or egregious violations will result in referral for formal institutional disciplinary action, up to and including program suspension or dismissal.

SANCTIONS FOR DISHONESTY

An instructor who finds a student to be guilty of cheating, plagiarism, or other form of academic dishonesty has the right and duty to impose an appropriate sanction. The instructor has wide latitude in this, however, and may choose such options as asking the student to redo an assignment (perhaps with a lowered grade); giving the student a zero (0) on a paper, examination, or class assignment; or failing the student in the class. Students should also be aware that certain academic and co-curricular programs may have academic honesty policies of their own.

FIRST OFFENSE

A first offense carries with it the sanctions imposed by the instructor and a mandatory meeting with the Dean of Graduate and Professional Studies. A letter from the Dean of Graduate and Professional Studies is also sent to the student and placed in the student's file. Upon graduation, the first report of a violation is removed from any student record.

SECOND OFFENSE

A second offense carries with it the sanctions imposed by the instructor and a mandatory meeting with select members of the Graduate and Professional Studies Committee. The Dean and Graduate and Professional Studies Committee may also impose additional sanctions on the student up to and including Suspension. A letter from the Dean of Graduate and Professional Studies is also placed in the student's file. Upon graduation, the first and second reports of a violation are removed from any student record.

THIRD OFFENSE

A third offense carries with it sanctions up to and including the possibility of Suspension or Dismissal from the College as determined by the Graduate and Professional Studies Committee.

APPEALS

Students may appeal any sanctions imposed for academic dishonesty to the Dean of Graduate and Professional Studies. The Dean will bring appeals to the VPAA/Provost for a review and final decision.

COURSE GRADE APPEALS

Culver-Stockton College has established a procedure for the resolution of disputes over course grades. When a student wishes to dispute a final grade received in a course, he/she must first try to resolve the disagreement with the course professor of record. If negotiations with the course professor do not resolve the disagreement, the student may contact the appropriate Program Director for assistance in resolving the disagreement. Cases in which resolution has not been achieved by negotiations among the student, faculty member, or Program Director may be remanded by the Dean of Graduate and Professional Studies and the Graduate and Professional Studies Committee for review. The Graduate and Professional Studies Committee will consider each case, has the authority to make final recommendations, and will make every effort to preserve both the substance and the appearance of impartiality and fairness. If a member of the Graduate and Professional Studies Committee is directly involved in the case, that member will not participate. If that member is the chair of the Graduate and Professional Studies Committee, the Committee will elect a chair, pro-term. The Graduate and Professional Studies Committee may decide with or without a hearing. In either case, the results will be communicated to the Dean of Graduate and Professional Studies who will communicate the final decision to the student, the appropriate Program Director, the Registrar, and the faculty member.

Any student considering a grade appeal should understand that each faculty member has the academic freedom and responsibility to determine and assign grades according to any professionally acceptable method chosen by the faculty member, communicated to everyone in the class, and applied to all students equally. An appeal must be made in writing to the faculty member who taught the course. Along with copies to the appropriate academic Program Chair and Dean of Graduate and Professional Studies no later than the fifteenth business day of the grade publication.

Culver-Stockton College Athletic Training Program Clinical & Supplemental Experience Requirements

Course Clock Hour Requirements (minimum):

- ATR 501: Prevention and Emergency Care-- 40hrs
- ATR 502: Foundations of Sports Medicine I-- 80 hours
- ATR 503: Foundations of Sports Medicine II-- 80 hours
- ATR 604: Advanced Preventative and Emergency Care-- 40 hours
- ATR 606: Capstone Clinical Experience I-- 120 hours
- ATR 607: Capstone Clinical Experience II-- 120 hours

The above listed requirements are the minimum hour requirements for completion of the ATP. This minimum total is 480 clinical hours. Students are strongly encouraged to gain considerably more clinical hours to improve their professional preparation, quality/quantity of professional references, and their clinical course grade. A maximum hour statement is provided below. Typically, graduates will accumulate well over 1,000 hours in clinical experience. In addition, students should understand that some states may require additional clinical experience hours for state licensure. Excess clinical hours a student accumulates during the school calendar, may qualify for extra credit towards a clinical course. Minimum hour accumulation is equivalent to a “C” in that section of grading for clinical coursework.

Transportation Statement:

Clinical coursework and rotations will require students to travel off-campus. These distances could be within a one hour or more radius, but typically 30 minutes or less. Students are responsible for access to or possession of reliable transportation. The ATP is not responsible for securing, scheduling or assisting students with transportation. Nor can the ATP be held financially responsible for any personal harm/injury or damage to the student’s mode of transportation during the travel to, from, or at the clinical site. Students are also responsible for proper maintenance, licensing, and insuring their vehicle(s).

Clinical Hours Statement: The ATP has a “written policy that delineates a minimum and maximum requirement for clinical hours”. In addition, the ATP requires that “Students must have a minimum of one day off in every seven-day period.” The student and Director of Clinical Education are responsible for monitoring clinical schedules and communicating with the clinical preceptor when a schedule change is needed. Note that Immersion rotations (4-week intensives during ATR 606 and/or 607 are not required to have a day off every 7 days)

Maximum:

1. A clinical experience with an Immersion type will have a maximum average of no more than 60 hours a week during the assigned clinical rotation. Includes ATR 501, 604 and immersion weeks for ATR 606 and/or 607
2. A clinical experience of non-immersion type will have a maximum average of no more than
 - ATR 502/503: 25 hours. Students in 502 are limited to 5 days/25 hours per week during the G1 semester (see Hour Cap Policy for Year 1 students below).

-ATR 606/607 non-immersion weeks: 30 hours

Minimum:

The minimum clinical hour requirement is equivalent to 40 clock hours per credit hour; therefore, a 1 credit clinical class will require a minimum of 40 clinical experience hours.

1. A clinical experience with an Immersion-like focus (501, 604, 606, 607) will have a minimum average of 15 hours and 3 days per week, or until the minimum hours are met, during the assigned clinical rotation.
2. A clinical experience with a non-immersion-like focus (502, 503) will have a minimum average of 10 hours and 3 days per week, until the minimum hours are met, during the assigned clinical rotation.

*Students with extra-curricular contracts may have different guidelines. Students surpassing maximums may be temporarily removed from their clinical site. Failure to meet minimums may result in changing the clinical site, if appropriate, and can lead to a lower grade or incomplete.

An Immersion rotation typically consists of at least one consecutive 4-week intense clinical experience within a semester. A total of 120 hours must be completed in that consecutive 4-week window. A non-immersion rotation typically has the clinical experiences spread over the 15-16 week semester.

Clinical Hour Cap Policy for First-Year MAT Students Culver-Stockton College Master of Athletic Training Program

Purpose

This policy ensures that first-year Master of Athletic Training (MAT) students maintain a healthy balance between clinical education and academic performance while gaining meaningful hands-on experience. It incorporates progressive responsibility, academic accountability, and structured clinical exposure to support student success. Note: All students are *guaranteed* at least one full day off from all clinical responsibilities every 7 days (unless in immersion ATR606 & 607).

Clinical Guidelines (All students regardless of extracurricular contract)- through G1 (first 8 weeks of ATR 502)

1. Maximum: 20 hours per week with no more than 5 days of clinical per week
 - travel days are not considered “clinical day” unless there is a practice during that time
 - students with 4.0 after G6 term may request exemption to exceed 20 hrs (25 hr max)
 - if > than a 3.3 GPA after G1, student may request 6 days of clinical per week (25 hr max)
2. Minimum: 10 hours per week across at least 3 days
3. All students have 5 hrs “study hall” through G1, then see Academic Performance Adjustments below. **Students with a 4.0 GPA are exempt.*
4. Students must meet study hall requirements in order to attend clinical the following week (ex: if you don’t go to class– ex: study hall is a “class”--- you may not attend clinical)

Academic Performance Adjustments After Year 1/G1

If GPA Falls Below 3.3 at end of Term this would result in the following:

1. Reduced Clinical Hours:
 - Maximum 20 hours and 4 days per week
 - Minimum 10 hours over at least 3 days per week
2. Mandatory Study Hall:
 - 5 hours per week dedicated to academic support
 - Structured and monitored by faculty or tutoring services
 - *This requirement will expire in Year 1/G4, unless program admin requires continuance.*

Reevaluation: If GPA improves to 3.3 or higher by the end of the term/semester, the student may return to standard clinical hour limits upon meeting with program administration

Academic & Clinical Progression

If in Good Academic Standing After the First Semester (G1 Completion)

1. Increased Clinical Responsibility:
 - Eligible for a 25-hour hard cap per week, up to 6 days per week
 - Minimum 10-hour commitment across at least 3 days per week

Culver-Stockton College Athletic Training Program Clinical Progression

Each student should expect to accumulate a minimum of 480 clinical and supplemental field experience hours as part of the Athletic Training Program. This experience will traditionally take place in the Athletic Training Facility; varsity athletic game and practice venues at Culver-Stockton College, Quincy University and Hannibal LaGrange; as well as various physical therapy, physician, and other allied health care facilities in Canton, MO; Quincy, IL; Hannibal, MO and surrounding areas. Additional sites may be available with appropriate affiliation agreements. To gain entrance and maintain compliance with the program and clinical sites, students are expected to pass their criminal background check which will check for previous felony conviction or sexual offenses (some required negative drug-tests). Additionally, students will need professional liability insurance prior to beginning their professional clinical experiences and emergency cardiac care certification (CPR/AED for the Professional Rescuer). Clinical and supplemental experiences will provide a logical progression of increasingly complex and autonomous patient/client-care experiences.

Program Years 1 and 2:

Enrollment in clinical experience courses and site assignments will be determined by the Director of Clinical Education and other athletic training staff based on need of the student, coursework and skill completion, and availability of sites and preceptors/supervisors. Each student must successfully complete all seven specified clinical rotations (within specified trimesters) to meet the requirements of the ATP. Completion of clinical coursework/rotations will meet the CAATE requirements, which include exposure to sports requiring protective equipment, patients of different sexes, non-sport patients and patients with non-orthopedic conditions. In addition, focus will be on patient/client populations that are throughout the lifespan, with different socioeconomic statuses, and activities/sports of varying levels and ability etc. Progression through clinical courses will be determined by the ability to continually pass trimester comprehensive exams. Students will be required to pass clinical examinations within three attempts with at least a 75% in order to successfully complete clinical courses with an A or B. Failure to pass the clinical comprehensive testing with minimum score will result in the student being dropped one letter grade. If a third attempt at the comprehensive testing is needed, the student will complete significant remediation before said attempt. Students are required to pass an exit exam with a 75% or better to complete the ATR 640 course and be endorsed for the BOC exam.

All exams are expected to be completed in person; however, with approval and appropriate technology and/or proctoring off-site examinations may be considered. All off-site examination requests must be pre-approved by faculty and/or program administration.

Clinical I: ATR 501-Prevention and Emergency Care (Summer Year 1; 1 credit hour)

This course is designed to give the athletic training student hands-on experience as it relates to emergency care and the prevention of injuries and illnesses. Emphasis will be placed on the development of professional affective behaviors, integration of clinical standards, and

completion of select clinically integrated standards. Students will complete clinical hours under the supervision of a qualified clinical preceptor in an athletic training or sports medicine setting. This course will orient and introduce students to early foundation skills and expose the student to clinical experiences in the athletic training program. In addition, students will begin early implementation of these skills during their clinical experiences.

Clinical II: ATR 502-Foundations of Sports Medicine I (Fall Year 1; 2 credit hours)

This course is designed to give the athletic training student hands-on experience as it relates to the practice of athletic training in the traditional sports setting. Emphasis will be placed on the development of professional affective behaviors, integration of clinical standards, and completion of select clinically integrated standards. Students will complete clinical hours under the supervision of a qualified clinical preceptor in an athletic training or sports medicine setting. This course will allow students to build confidence in the implementation of foundational care skills. In addition, students will begin to demonstrate skills in injury evaluation, illness evaluation, and preventative techniques. Through this clinical experience and Foundations of Sports Medicine II, students can gain experiences in both men's and women's sports, upper and lower extremity dominant sports, equipment intense sports, and collision sports. Students may also experience hours in a general medical and/or behavioral health setting. These clinical experiences allow students will experience inter-professional collaboration, varied patient populations, and common medical coding and documentation systems

Clinical III: ATR 503-Foundations of Sports Medicine (Spring Year 1; 2 credit hours)

This course is designed to give the athletic training student hands-on experience as it relates to the practice of athletic training in the traditional sports setting. Emphasis will be placed on the advancement of professional affective behaviors, integration of clinical standards, and completion of select clinically integrated standards. Students will complete clinical hours under the supervision of a qualified clinical preceptor in an athletic training or sports medicine setting. This course will allow students to demonstrate improved competency in the implementation of foundational care skills. In addition, students will demonstrate skills in injury evaluation, illness evaluation, therapeutic interventions, and preventative techniques. Through this clinical experience and Foundations of Sports Medicine I, students can gain experiences in both men's and women's sports, upper and lower extremity dominant sports, equipment intense sports, and collision sports. Students may also experience hours in a general medical and/or behavioral health setting. These clinical experiences allow students to experience inter-professional collaboration, varied patient populations, and common medical coding and documentation systems.

Clinical IV: ATR 604-Advanced Preventative and Emergency Care (Summer Year 2; 1 credit hour)

This course is designed to give the athletic training student advanced hands-on experience as it relates to preventative and emergency care. Emphasis will be placed on the advancement of professional affective behaviors, integration of clinical standards, and completion of select clinically integrated standards. Students will complete clinical hours under the supervision of a qualified clinical preceptor in an appropriate setting. Students will have the opportunity to apply advanced emergency care techniques and mentor first-year students.

ATR 606 / ATR 607 – Capstone Clinical Experience I & II

This course provides an immersive clinical experience opportunity in either a traditional or non-traditional athletic training setting. Students complete a minimum of four consecutive weeks (120 hours) of supervised clinical or supplemental experience under the guidance of a qualified clinical preceptor. Emphasis is placed on the development of professional behaviors, integration of psychomotor skills, and completion of clinical skill assessments. Students will apply advanced clinical reasoning through the five domains of athletic training. Prior to registration, students must confirm which clinical experience and setting will fulfill the clinical immersion requirement. Both traditional and non-traditional experiences must be completed between ATR 606 and 607

Additional Clinical Course Information

Clinical hours that take place outside the academic calendar will be credited toward the appropriate clinical course, as students must understand that clinical rotations may continue through academic scheduled trimester days off. Clinical schedules are followed unless permission is granted by the preceptor and Director of Clinical Education.

Culver-Stockton College Athletic Training Program Online Course Policy

Students participating in online coursework are expected to maintain course seat time equivalencies as defined by the institution. This includes, but is not limited to, the timely submission of coursework, quizzes, and discussion boards. Attendance, or lack thereof, of required zoom meetings may also be considered an unexcused absence. Late assignments are subject to grading as defined by the instructor but in many cases may not be accepted for a grade. In the event that a student has an unexcused "absence", such as vacations or travel un-related to clinical or school activities, it is expected that they have access to appropriate technology such as a computer and internet. Inability to access the internet to complete assignments is not considered a viable reason for late work. Excused absences may include travel to and from sanctioned school events or clinicals. Prior notification and plans must be made with the instructor of record if any adjustments are made to posted due dates/times. Permission will not be given post hoc and would be subject to the late coursework policy. Students enrolled in online courses are expected to check and review their email daily. Failure to comply with or respond to emails in a timely manner can negatively impact course grades.

Culver-Stockton College

Athletic Training Program

Clinical Dress Code

This policy is the minimal standard! At any point in time a clinical preceptor, supervisor or athletic administrator has the right to request a more professional appearance for specific situations. Off campus sites may require a different dress code. Violations of the dress code policy will be handled under the disciplinary action code. ***Student attire, appearance, and hygiene should be representative and be immediately identifiable with a qualified medical professional. Students must identify themselves as “students” and never represent themselves as an AT or staff. Nametags/Badges are part of the dress code and should be worn, unless other discernable student identification/clothing is required by the setting or staff.***

I. ATR (Facility) Coverage Hours

Appropriate Clinical Attire

- C-SC Master of AT polo (may wear long sleeve shirt **underneath** in winter)
- Khaki/khaki type pant/shorts (khaki pants must **NOT** be a jegging type or trendy/skinny khaki jeans) in khaki, black, navy blue, or grey
**Gym shorts, sweats, t-shirts or athletic gear is not acceptable unless specifically warranted by the needs/activities of the clinical site and approved by the PD/CCE.*
- Closed toed shoes/Sneakers
- Name tag or lanyard badge, **must be worn at all times** in the ATR, at sport and practice coverage, or clinic
- All undergarments must be covered with clothing and are non-visible. It is highly advised for students to wear tank tops or other garments to help with professional appearance
- Well groomed, facial hair trimmed and groomed (clean shaven preferred) and good hygiene. Clean and trimmed fingernails

II. Sport Practice and Event Coverage

Appropriate

- Students should defer to the clinical preceptor at their clinical site. Gym shorts, sweats, and athletic wear are NOT acceptable. Dress code requirements should be established upon the first meeting and review of the clinical contract. Master of AT polo or t-shirt is appropriate. The clinical site has the right to require specific clothing and dress code guidelines and should contact the Director of Clinical Education with any concerns or dress code violations. **Students MUST be identifiable as a Master level or AT student. Students cannot wear staff apparel without distinguishing themselves as students. Name tags or badges are appropriate.**

Culver-Stockton College Athletic Training Program Communicable Disease Policy

Student Healthcare & Communicable Disease Policy

The following policies are designed to protect both the athletic training student and the student-athlete or patient from the spread of communicable diseases.

- Athletic training students with contagious or potentially contagious illnesses should avoid direct patient contact, regardless of the clinical setting.
- Students suffering from a cold, sore throat, respiratory illness, intestinal illness, or other condition with an oral temperature of 100° or greater should report to a doctor and/or athletic training staff member.
- If a student must miss a class or clinical assignment due to illness, they should contact their clinical supervisor prior to their absence. If unable to contact their supervisor prior to class/clinical, students should contact him/her by email or leave a message. The Director of Clinical Education (DCE) and/or supervisor should also be contacted regarding any absences from clinical experiences. If a student does not attend class due to illness, they should contact the clinical preceptor and DCE as soon as possible. Do not attend clinical experiences until you are no longer infectious. This may warrant release from a physician or appropriate medical professional.
- Athletic training students should always practice sound prevention techniques when working in the healthcare environment (i.e., regular hand washing, secretion and cough management, etc.), including use of appropriate PPEs.
- Athletic training students should always cover all open wounds or cuts before treating a student athlete or patient.
- If an athletic training student suspects that he/she has a medical condition that may impact the safety of the student or patient, the student must inform the clinical preceptor/supervisor and the Director of Clinical Education as soon as possible.

Culver-Stockton College

Athletic Training Program

Clinical Supervision Policy

Purpose:

The purpose of the clinical supervision policy is to maintain and ensure the educational integrity of the clinical experience for the ATS. The clinical experience should be one of deliberate, facilitated learning and directed mentorship from the clinical preceptor.

Definitions:

1. Clinical Education (Experience)- Patient-based learning opportunities that prepare students for independent clinical practice, including Athletic Training Clinical Experiences, Supplemental Clinical Experiences, and Simulation. (CAATE 2025)
2. Clinical Supervision- Supervision occurs along a developmental continuum that allows a student to move from interdependence to independence based on the student's knowledge and skills as well as the context of care. Preceptors must be onsite and have the ability to intervene on behalf of the athletic training student and the patient. Supervision also must occur in compliance with the state practice act of the state in which the student is engaging in client/patient care. If the patient/client care is occurring via telehealth or telemedicine, the preceptor must concurrently monitor the patient/client care through appropriate telecommunication technology. (CAATE 2025)

Guidelines:

1. The clinical preceptor must be physically present and have the ability to intervene on behalf of the athletic training student and the patient to provide a safe clinical environment as well as on-going and consistent education.
2. At no time should a student be left unsupervised or utilized in a capacity to replace or provide services of a Certified Athletic Trainer. ALL athletic training student participation MUST be supervised by a Certified Athletic Trainer or other allied health provider when engaged in patient care.
3. The clinical preceptor will maintain regular communication with ATP administrators. All active clinical sites will be evaluated annually. ATP administration will review student evaluations of the preceptor and clinical sites. If warranted (e.g. two or more students state the clinical site shouldn't be used or they are left unsupervised) a clinical site visit may be conducted, or the site or preceptor use may be discontinued.

Culver-Stockton College

Athletic Training Program

Program Evaluation Procedure

All evaluations of students, faculty, preceptors, clinical sites, and courses will be conducted using the Learning Management System (LMS), institutional evaluation system, ATrackonline, or other appropriate method designed for the setting each trimester or according to the Master Assessment Plan. Students will receive both formative and summative evaluation during clinical coursework to best ensure opportunities for improvement, learning over time, and competency mastery. Evaluations of faculty, preceptors and students will occur each trimester, when applicable, while clinical sites and courses are evaluated using student evaluations. Active learning and clinical sites will be reviewed yearly for student feedback, modalities and other equipment calibrations*, Emergency Action Plans, Bloodborne Pathogen Control Plans, Exposure Control Plans, and other required documents as needed.

*Equipment that is approved for use by the clinical preceptor faculty member and pertaining to all learning environments where students are involved in real or simulated client/patient care (including teaching laboratories) will be inspected, receive regular maintenance, and/or be calibrated according to manufacturer guidelines specifications by a qualified professional. Verification or proof of equipment maintenance or calibration will be collected by program personnel prior to assignment to the clinical rotation or use on a patient or simulation as denoted above.

Culver-Stockton College

Athletic Training Program

Biohazard Concerns and Universal Precautions

I. The OSHA/VOSH 1910.1030 Bloodborne Pathogens Standard was issued to reduce the occupational transmission of infections caused by microorganisms sometimes found in human blood and certain other potentially infectious materials. Although a variety of harmful microorganisms may be transmitted through contact with infected human blood, Hepatitis B virus (HBV) and Human Immunodeficiency Virus (HIV) have been shown to be responsible for infecting workers who were exposed to human blood and certain other body fluids containing these viruses. Through routes like needle-stick injuries and by direct contact of mucous membranes and non-intact skin with contaminated blood/materials, in the course of their work. Occupational transmission of HBV occurs much more often than transmission of HIV. Although HIV is rarely transmitted following occupational exposure incidents, the lethal nature of HIV requires that all possible measures be used to prevent exposure of workers. This exposure control plan has been established in order to minimize and to prevent, when possible, the exposure of everyone assisting in the Athletic Training Facility to disease-causing microorganisms transmitted through human blood, and as a means of complying with the Bloodborne Pathogen Standard.

All employees who are exposed to blood and other potentially infectious materials as a part of their job duties are included in this program. Basic components of this exposure control plan include:

Exposure Determination
Methods of Compliance
Hepatitis B Vaccination Policy

II. EXPOSURE DETERMINATION

All job categories in which it is reasonable to anticipate that an employee will have skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious materials (listed below) will be included in this exposure control plan. Exposure determination is made without regard to the use of personal protective equipment (i.e. employees are considered to be exposed even if they wear personal protective equipment)

METHODS OF COMPLIANCE

A. *Universal Precautions*

All blood or other potentially infectious materials shall be handled as if contaminated by a blood borne pathogen. Under circumstances in which differentiation between body fluid types is difficult or impossible, all body fluids shall be considered potentially infectious materials. The following engineering controls will be utilized: Sharps containers: will be maintained or replaced on a regular schedule.

B. Hand washing and Other General Hygiene Measures

Hand washing is a primary infection control measure that is protective of both the employee and the patient. Appropriate hand washing must be diligently practiced. Employees shall wash hands thoroughly using soap and water whenever hands become contaminated and as soon as possible after removing gloves or other personal protective equipment. When other skin areas or mucous membranes come in contact with blood or other potentially infectious material, the skin shall be washed with soap and water; the mucous membranes shall be flushed with water, as soon as possible. Eating, drinking, smoking, applying cosmetics or lip balm and handling contact lenses are prohibited in work areas where there is a reasonable likelihood of exposure to blood or other potentially infectious materials. Food and drink shall not be kept in refrigerators, freezers, shelves, and cabinets or on countertops or bench tops where blood or other potentially infectious materials are present. Mouth pipetting/suctioning of blood or other potentially infectious materials is prohibited. Employees shall use practices to minimize splashing, spraying, spattering and generation of droplets during procedures involving blood or other potentially infectious materials.

C. Sharps Management

Contaminated needles and other contaminated sharps shall not be bent, recapped or removed. Shearing or breaking of contaminated needles is prohibited. Sharps containers must be able to close, puncture resistant, labeled or color-coded, leak-proof on sides and bottom and maintained upright throughout use. Containers are to be easily accessible to personnel and located as close as is feasible to the immediate area where sharps are used or found. Contaminated disposable sharps shall be discarded as soon as possible after use in the disposable sharps containers. Contaminated broken glass is also to be placed in disposable sharps containers. As soon as possible after use, reusable contaminated sharps are to be placed in the reusable sharps container until properly processed. Sharps containers are located in the exam room and the Athletic Training Facility. Overfilling of sharps containers creates a hazard when needles protrude from openings. Nearly full containers must be promptly disposed of (or emptied and decontaminated in the case of reusable sharps). Disposal of hazardous materials will be disposed of by the Team Physician(s) in cooperation with Blessing Hospital.

D. Precautions in Handling Specimens

Specimens of blood or other potentially infectious materials shall be placed in a container that prevents leakage during collection, handling, processing, storage, transport or shipping. The container must be closed before being stored, transported or shipped. If outside contamination of the primary container occurs or if the specimen could puncture the primary container, the primary container shall be placed within a secondary container, which prevents leakage and/or resists puncture during handling, processing, storage, transport or shipping.

E. Management of Contaminated Equipment

Assess equipment for contamination and decontaminate as necessary and if possible before servicing or shipping. Equipment, which has not been fully decontaminated, must have a label attached with information about which parts remain contaminated. Athletic training students or staff assesses and decontaminates equipment with a Clorox preparation.

F. Personal Protective Equipment: General Guidelines

All personal protective equipment will be provided, repaired, cleaned and disposed of by the employer at no cost to employees. Employees shall wear personal protective equipment when doing procedures in which exposure to the skin, eyes, mouth or other mucous membranes is anticipated. The articles to be worn will depend on the expected exposure. Gloves, gowns, face shields, masks, eye protection, mouthpieces, resuscitation bags, pocket masks are available. A variety of sizes are in stock. Employees who have allergies to regular gloves may obtain hypoallergenic gloves. If blood or other potentially infectious material penetrates a garment, the garment shall be removed as soon as possible and placed in a designated container for laundering or disposal. All personal protective equipment shall be removed before leaving the work area; it shall be placed in assigned containers for storage, washing, decontamination or disposal (red trash can with or biohazard bag).

Protection for Hands

Gloves shall be worn in the following situations:

- When it can be reasonably anticipated that hands will contact blood or other potentially infectious materials, mucous membranes and non-intact skin;
- When performing vascular access procedures;
- When handling or touching contaminated items or surfaces.

Disposable Gloves

- Replace as soon as feasible when gloves are contaminated, torn, punctured or when their ability to function as a barrier is compromised.
- Do not wash or decontaminate single use gloves for re-use.

G. Exposure Incident Protocol

Any athletic trainer or athletic training student who incurs an exposure incident should report the incident to the medical direction. All athletic trainers and athletic training students will then be offered a post-exposure evaluation and follow-up according to the OSHA standard. A copy of the Exposure Incident Form should be filed with the Program Director and Athletic Training Staff

III. Hepatitis B Vaccination and other Immunizations

The vaccination is a series of three injections. The second injection is given one month from the initial injection. The final dose is given six months from the initial dose. Athletic training students are required to begin the series of injections, or signing of a Hepatitis B waiver, prior to application to the Athletic Training Program. All other required immunizations required for the program and college are outlined in the Culver-Stockton College Catalog under Student Life and the "Health Information Forms" section.

Culver-Stockton College

Athletic Training Program

Radiation Policy

Currently, C-SC does not use x-ray or other radioactive materials in the ATP classrooms or on-campus clinical facilities. However, students may come in contact or be exposed to radiation at affiliated clinical sites. Should the clinical site have the potential for exposure, these policies should be reviewed with the student. Students and preceptors will acknowledge this risk on the Risk of Participation Form. They will also acknowledge the review and understanding of appropriate site radiation policies and procedures on the Clinical Contract.

Culver-Stockton College

Athletic Training Program

Professional Relationship & Conflict of Interest Policy

All Master of Athletic Training (MAT) students are expected to maintain positive, professional boundaries with athletes, parents, coaches, staff, and faculty.

Reporting Romantic or Non-Platonic Relationships: If a student develops a romantic or non-platonic relationship (including personal texting, emailing, or verbal communication) with a patient, coach, or staff member directly associated with their clinical rotation, they must notify program administration immediately. To prevent conflicts of interest in patient care and staff communication, the student will be reassigned to a different preceptor and clinical site.

Student-Athletes and Graduate Assistants (GAs): MAT students who are also student-athletes or GAs may not provide patient care to their own teammates, or to teams they coach or play for. Additionally, students are strictly prohibited from providing care to any patient with whom they share a non-platonic relationship.

Consequences of Non-Disclosure: Failure to promptly report a conflict of interest or an applicable relationship to program administration may result in immediate removal from the clinical site without reassignment, as well as further disciplinary action.

Appendices

Culver-Stockton College

Athletic Training Program

Technical Standards for Admission

“Additional Program Requirements”

The Athletic Training Educational Program at Culver-Stockton College is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program’s accrediting agency Commission on Accreditation of Athletic Training Education (CAATE). The following abilities and expectations must be met by all students admitted to the Athletic Training Educational Program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program. Compliance with the program’s technical standards does not guarantee a student’s eligibility for the BOC certification exam.

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

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

Candidates for selection to the athletic training educational program will be required to verify they understand and meet these technical standards or that they believe that, with certain

accommodations, they can meet the standards. The Office of the Provost will evaluate a student who states he/she could meet the program's technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws. If a student states he/she can meet the technical standards with accommodation, then the College will determine whether the student can meet the technical standards with reasonable accommodation; this includes a review of whether the accommodations requested are reasonable, taking into account whether accommodation would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all coursework, clinical experiences and internships deemed essential to graduation. In making the determination whether the student can meet the technical standards with reasonable accommodation, the College may seek expert opinions from third parties who are knowledgeable in the field of athletic training education, and may rely on those opinions.

ONLY sign the ONE statement below that pertains to you:

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

Signature of Applicant _____
Date _____ or (see below; only sign one)

****Alternative statement for students requesting accommodations:**

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

Signature of Applicant _____
Date _____ (only sign one)

Culver-Stockton College
Athletic Training Program
HIPAA/FERPA Confidentiality Agreement

I, _____, understand that it is my responsibility to maintain complete confidentiality with regard to all information related to Athletic Training Services (on campus and off) both during and after my period of involvement with the Athletic Training Program. I will not directly, or indirectly use, reveal, publish, disclose or transfer any confidential information to any person/entity, or utilize any information for any purpose, except in the course of my work for Culver-Stockton College. All athletic training students may be exposed to sensitive and confidential information regarding other students and patients. I understand that no information, without written and expressed consent from the patient, can be released to anyone other than C-SC athletic training and medical staff and applicable clinical sites. By providing my signature below, I acknowledge and agree to this confidentiality policy and understand that violation of this policy may result in disciplinary action or dismissal from the Athletic Training Program.

Date: _____

Signature: _____

Program Director Signature: _____

Culver-Stockton College
Athletic Training Program
Observation (Pre-professional) or Inter-Professional Student Policy

Inter-professional, pre-professional, or observational students at C-SC should consult with MAT Program Faculty before starting any observation hours. These students are encouraged to actively engage AT staff, faculty and other students. However, an inter-professional/observation student is not permitted to counsel, prescribe, or apply AT-specific skills (clinical exam, modalities, joint mobs, etc) directly to a patient for the purpose of a therapeutic intervention specific to an active injury/illness. Students may apply preventative taping/bracing, wellness techniques (warm-up, stretching, strengthening, etc), or first aid as part of a supervised inter-professional team, if having been taught, assessed, and/or directed/certified to do so by a qualified staff member. Observation students are required to undergo bloodborne pathogen training, review the exposure control plan, and are encouraged to have a current CPR/AED certification. These students may also be exposed to confidential medical information pertaining to patients; therefore, observation students must also maintain compliance with HIPAA/FERPA guidelines by always maintaining confidentiality. Violation of this policy can result in legal liability, disciplinary action by the institution, and exclusion from the Health Science or Master of Athletic Training Program

I, _____, have read and fully understand the observation student policy set forth by Culver-Stockton College.

Student Signature

Date

Culver-Stockton College
Athletic Training Program
Handbook Acknowledgement
“Additional Program Requirements”

I, _____, hereby acknowledge that I have read and understand all of the policies and procedures contained within the Culver-Stockton College Academic Catalog and MAT Guide. I further understand that these policies and procedures govern all aspects of the academic and clinical components of the ATP/MAT.

I further understand that failure to abide by these written policies and procedures may result in my dismissal from the MAT at Culver-Stockton College.

Student Signature

Date

Program Director

Date

Culver-Stockton College

Athletic Training Program

Acknowledgement of Program Conditions

“Additional Program Requirements”

Please read and initial each condition and sign and date the document at the bottom. The following conditions must be met to remain in good standing in the Athletic Training Program (ATP).

1. A 3.0 overall grade point average and a C or above in each required major/support course to remain in good standing. Students must demonstrate clinical progression as documented via clinical evaluations, annual performance review, and comprehensive exams. Students not in good standing may be subject to academic sanctions. It is the student's responsibility to understand and comply with all retention, probation, suspension and dismissal policies.

_____ Initials

2. Proof of Immunizations or a Waiver must be signed and on file with the Program.

_____ Initials

3. The student must understand that all costs associated with travel to clinical courses are the responsibility of the student. These travel costs are not part of course or program fees. In addition, the student should maintain their own personal liability, auto, and health insurance policies during their time in the MAT.

_____ Initials

4. A passing score of minimum 75% must be attained on all clinical comprehensive exams and an 80% on final exams in didactic courses (within 3 attempts) or the grade for the course will be dropped by one letter. Students who cannot pass the testing after the second attempt may have significant remediation before allowing a third attempt. Students must pass the Exit Exam with 75%.

_____ Initials

5. Bloodborne Pathogen Training, Radiation Risk, Confidentiality Agreements, and other Additional Program Requirement forms must be updated annually prior to starting clinical experiences.

_____ Initials

6. Athletic training students must comply with MAT conduct requirements (academic and athletic), the College Student Handbook/Catalog, the NATA Code of Ethics, and the BOC Standards. Not complying with any of these established guidelines may jeopardize continued enrollment in the MAT.

_____ Initials

7. Athletic training students must understand that each state has specific requirements necessary for state licensure. These licensure requirements may be different from what is needed to complete the MAT. Each student is responsible for ensuring that they acquire the hours necessary to fulfill state licensure requirements.

_____ Initials

8. The student must read, understand, and abide by the MAT communicable disease policy.

_____ Initials

9. Prior to starting any clinical rotations, students must complete their clinical contract and show proof of review of the site's EAP and policies. In addition, the student acknowledges the hour guidelines for clinical experiences.

*Some clinical rotations may require a drug test; this may be a personal cost.

_____ Initials

Print Name _____

Student Signature _____

Date _____

Culver-Stockton College
Athletic Training Program
Risk of Participation

Prior to the start of the program the AT Student is expected to acknowledge an “Assumption of Risk”. Participation in the clinical experience exposes students to potential risks including:

- being struck by a flying object (ball, puck, bat, stick, shot-put),
- colliding with participating athletes, patients or clients,
- contacting harmful chemicals (bleach, Virex, etc.),
- contacting blood or other bodily fluids or infectious materials,
- accidents on playing surface, and/or
- injury associated with lifting and moving equipment, or
- exposure to radiation
- accidents (including traffic) during transportation to and from clinical or academic sites/activities

The student is responsible for reviewing strategies that minimize these risks with faculty and your preceptor prior to the beginning of each experience. An awareness of situations that are potentially harmful is crucial in this process. Any student concerns should be expressed proactively with the preceptor or faculty member.

I, _____ understand the risk of participation as an Athletic Training Student. I also acknowledge that I am responsible for maintaining my own personal health insurance; the ATP and CSC are not financially responsible for any health care costs associated with injuries/illnesses that occur with MAT participation. In addition, I acknowledge that it is my responsibility to discuss situations proactively with my preceptors, faculty and staff of the ATP. If any concerns arise, I understand that my duty is to bring these concerns to others’ attention as soon as possible.

Student Signature

Date

Program Director/CCE

Date

Culver-Stockton College Athletic Training Program: Clinical Contract

ATS Section: please fill out the top portion of this contract

Student: _____ **Dates of Rotation:** _____

Clinical Preceptor: _____ **Site:** _____

Clinical Course & Minimum Hours Required: _____

Classes Completed/Enrolled: check each class that you have completed or write the word “now” on any class in which you are currently enrolled:

_____ Foundational Concepts	_____ Functional Anatomy
_____ Clinical Diagnosis I	_____ Physical Exam & Diagnostics
_____ Diversity & Cultural Competence	_____ Clinical Diagnosis II
_____ Therapeutic Interventions I	_____ Evidence Based Practice
_____ Pharmacology	_____ Therapeutic Interventions II
_____ Behavioral Health	_____ Capstone in Health Professions
_____ Healthcare Admin	_____ Community Health Promotion
_____ Nutrition & Conditioning	_____ Therapeutic Interventions II
_____ Professional Devel. & Advocacy	

of CSAs required for Clinical & plan to complete CSAs:

Clinical Preceptor & Student: please meet and fill out this portion of the contract together

General Rotation Schedule (Days of week, hours per day)

Expectations for the student (from Clinical Preceptor)- minimum 3

Expectations for the Clinical Preceptor (from the Student)- minimum 3

Best method to address questions during clinical (ex: immediately, daily recap, etc)

ATS Clinical Goals (minimum of 3 measurable goals)

Where is the bloodborne pathogen disposal & protective equipment located (specify locations via venue & if disposal and protective are in different locations):

Preceptor must sign below and initial in the blank to indicate that the topic has been completed or discussed with the ATS. These topics must be discussed prior to patient care/interaction. **ATS please fill out the *italicized* questions**

- Review department or organizational policies and procedures _____ **initial**
- Review Emergency Action Plan/Bloodborne Pathogen Plan _____ **initial**
Where is nearest AED and EAP: _____
- Introduction to relevant Medical or Staff Personnel involved in the direct patient care plan _____ **initial**
- Tour of primary and any ancillary site/facility _____ **initial**
- Introduction to patients/clients (if appropriate): _____ **initial**
- Review paperwork & documentation system: _____ **initial**
What documentation system is used, and student's role: _____
- Location of Sanitation Precautions/Stations: _____ **initial**
- Policies related to risk of, and reduction to, radiation exposure: _____ **initial**
- All relevant equipment was identified, inspected, maintained, and/or calibrated according to manufacturer guidelines specifications by a qualified professional at the clinical site/facility (please provide verification to CCE): _____ **initial**

This contract is designed to facilitate discussion between the clinical preceptor and the athletic training student. Both parties are responsible for knowing the clinical requirements; however, it is ultimately the athletic training student's responsibility to ensure that the requirements are completed as assigned (see course syllabi). Please sign below indicating that you have reviewed and agreed to the information presented on this clinical contract.

Clinical Preceptor Signature

Date

ATS Signature

Date

Acknowledgement of EAP:

Students, in the space below please list the online link/directions to the site EAP as your proof of understanding how to immediately access the clinical site EAP in an emergent situation.

URL: _____

Culver-Stockton College Athletic Training Program Preceptor Contract

This contract was made and entered into by and between the **Culver-Stockton College Athletic Training Program** and _____ (preceptor). This contract is to be reviewed and renewed annually or prior to the start of the student's clinical rotation should the preceptor have greater than a year between assignments.

A. Preceptor Qualifications:

- i. Be credentialed by the state in a health care profession as defined by the American Medical Association or American Osteopathic Association if providing patient-care (Athletic Training clinicals);
- ii. Is not currently enrolled in the AT program at the institution;
- iii. Received planned and ongoing education from the program designed to promote a constructive learning environment
- iv. Preceptors that evaluate/score clinical standards **MUST** be an AT, MD, or DO.

Initials: _____ **X**

B. Preceptor Roles and Responsibilities:

- i. Supervise students at **ALL** times (must be able to physically intervene on behalf of the student and patient) during clinical education;
- ii. Provide instruction and assessment of the current knowledge, skills, and clinical abilities designated by the CAATE;
- iii. Provide instruction and opportunities for the student to develop clinical integration standards, communication skills and clinical decision-making during actual patient/client care (or simulations if patient/client care is not available);
- iv. Provide assessment of athletic training students' clinical standards, communication skills, and clinical decision-making during actual patient/client care;
- v. Facilitate the clinical integration of skills, knowledge, and evidence regarding the practice of AT;
- vi. Demonstrate understanding of and compliance with the program's policies and procedures
- vii. Ensure that all equipment has been reviewed, inspected, maintained, and/or calibrated according to manufacturer guidelines specifications by a qualified professional at the clinical site/facility on a regular or annual basis.

Initials: _____ **X**

C. Preceptor Acknowledgments:

- i. I have read and understand the AT program's policies and procedures;

- ii. I have participated in, and promise to adhere to, preceptor training and clinical education methods that promote a constructive learning environment;
- iii. I shall not discriminate with respect to race, color, creed, religion, ethnic origin, age, sex, disability, sexual orientation, or other unlawful basis;
- iv. If applicable, I am in good standing with the BOC and/or state licensing board
- v. Students shall not exceed the maximum number or hours designated in their clinical syllabi; students can be removed for exceeding maximum hours or lack of hour approval by preceptors
- vi. Students shall be given no less than one relief day off in a seven day period (with exception of immersion)
- vii. All clinical experiences provided will be educational in nature, and students will not receive remuneration during the experience;
- viii. A student **MUST** be instructed on an AT skill prior to performing those skills on patients; and observation students are **NOT** permitted to apply AT-specific skills to patients. Observational/Inter-professional students should also be instructed and directed prior to application of appropriate/complementary skills.
- ix. All clinical education requirements must be associated with and consistent with the clinical course syllabi and institutional policy for academic credit.
- x. I acknowledge that students may not be perceived as staff and will ensure that students are wearing appropriate MAT nametags/badges.

Initials: _____ **X**

By signing and initialing this contract, I acknowledge that I have read and understand the information described. Furthermore, I respect and value the student's role as a learner, and my role as a mentor, role-model, and clinical educator.

Preceptor Signature: _____ Date: _____

Clinical Coordinator Signature: _____ Date: _____

Culver-Stockton College
Athletic Training Program
Hepatitis B Vaccination Declination

I understand that due to my occupational exposure to blood or other potentially infectious materials, I may be at risk of acquiring Hepatitis B virus (HBV) infection. I have been strongly advised to obtain the Hepatitis vaccine. However, I decline Hepatitis B vaccination, at this time.

I understand that by declining this vaccine, I continue to be at risk of acquiring Hepatitis B, a serious disease. I also acknowledge that refusal of this and other vaccines may exclude me from some clinical sites, which may inhibit completion of the program and graduation. Furthermore, it is not the responsibility of the program to identify clinical sites that will honor my declination of vaccination(s). If in the future I continue to have occupational exposure to blood or other potentially infectious materials and I want to be vaccinated with Hepatitis B vaccine, I can do so at any time. At that time verification should be provided to the program.

Student Name

Student Signature

Date

Witness Name

Witness Signature

Date

**Culver-Stockton College
Athletic Training Program
Remediation Form**

Student: _____

Date: _____

Program Personnel: _____

Please describe the nature of the concern:

Please describe the plan of action and any applicable timelines or dates:

Please describe any goals or outcomes should or must be met:

If applicable, describe any potential punitive actions that can or will be enforced:

The student understands these actions and options for appealing.

Student Initials: _____

Signature: _____ Date: _____

Personnel Signature: _____ Date: _____

*Please affix any evidence or ancillary documents relevant to the remediation

-----TO BE COMPLETED AFTER THE REMEDIATION IS COMPLETE-----

- (this portion is not required, but highly recommended)

Please describe the outcomes of the remediation or appeal:

The student should use this space to reflect upon the experience and describe any learning experiences. What factors or behaviors lead to the need for remediation? How will this impact your educational experience or career? What could make this process more impactful on your growth?

Student Signature: _____ Date: _____

Personnel Signature: _____ Date: _____

Culver-Stockton College
Athletic Training Program
Disciplinary Action: Written Warning

Student Name:

This is a written warning regarding a violation as a Culver-Stockton College Athletic Training Student. Please note that further disciplinary actions may lead to team suspension, dismissal from a clinical experience, program probation or program dismissal.

Date/Semester violation occurred: _____

Type of Violation/Points: _____

Violation Points Received to Date (Including today): _____

Athletic Training Student's Signature: _____

Clinical Preceptor/Supervisors Signature: _____

Program Director or Director of Clinical Education: _____

Comments/Success Plan:

**Culver-Stockton College
Athletic Training Department
Exposure Incident Form**

Name: _____ Date: ____/____/____
Social Security Number: ____/____/____ DOB: ____/____/____
Home Address: _____ Apt. _____
City: _____ State: _____ Zip: _____
School: _____ Supervising ATC: _____

Location of Incident: _____

Route of Exposure: _____

Source of Exposure: _____

Describe Incident:

Was the Program Director Notified? Yes___ No___ NA___

Testing Performed: _____

Test Results: _____

Treatment Provided:

Follow-up:

Recorder Signature: _____

Exposed Signature: _____

Date Recorded: ____/____/____

Supervisor Signature: _____ Form Submitted: ____/____/____

WORK-LIFE-BALANCE CONSULTATION PLAN & AGREEMENT

Culver-Stockton College — Athletic Training Program

Student Name: _____ Date: _____

Proposed Activity/Employment/Sport: _____

External Supervisor/Coach Name: _____

1. Activity Schedule & Time Commitment Analysis

Estimated weekly hour obligation for this external activity: _____ hours/week.

Please outline the estimated standard weekly block schedule for this commitment (days/times):

2. Academic & Clinical Alignment Plan

How will you ensure your schedule respects mandatory class times and leaves appropriate flexibility for your designated clinical patient-care hours? Including mandatory dates of class/clinical activities identified by MAT program.

3. Proactive Wellness & Burnout Prevention Plan

What strategies will you implement to maintain healthy sleep, adequate study habits, and personal wellness while balancing these activities?

Agreement Framework & Understanding:

- e. **Clinical Safety Safeguard:** I understand that physical and emotional health directly impacts patient safety. I agree to communicate transparently with my Preceptor and the Program Administration if my schedule begins to interfere with my academic performance/health.

- f. **Collaborative Restructuring Provision:** I understand that if my cumulative GPA falls below the 3.0 retention standard or if I fail a programmatic clinical milestone, this Work-Life-Balance plan will be actively reassessed. I will collaborate with the Program Director to temporarily scale back external hours or add mandatory, structured study hall sessions until good academic standing is recovered.
- g. **Health & Accommodation Support:** If an injury or illness occurs during external activities that limits my ability to fulfill physical clinical standards, I will immediately notify program administration to explore reasonable institutional accommodations, understanding that severe constraints could lengthen my timeline to graduation.

Student Signature: _____ Date: _____

External Supervisor/Coach Signature: _____ Date: _____

Program Director Signature: _____ Date: _____

**Pre-Requisite Coursework
Content Qualifier Checklist**

Course	Targeted Content	Comments
Biology	Any course content in foundational biology, which can include such content as basic cell structure, physiology, or evolution.	
Chemistry	Any foundational content in chemistry, which can include fundamentals of inorganic or organic chemistry and topics like matter or chemical bonding	
Physics	Any course with content in foundational physics, which can include force and/or levers	
Psychology	Any psychology course content that can include principles of psychology or behavior	
Anatomy & Physiology	Includes content in anatomical and physiological review of the human systems (e.g. cardiovascular, pulmonary, neurological, gastrointestinal, etc)	
Nutrition	Basics of nutrition, which can include macro and micronutrients, as well as basic dietary guidelines	
Exercise Physiology	Overviews the human system's physiological reaction to exercise	
Kinesiology or Biomechanics	Overview of the human movement system	Ideally it would have an emphasis on musculoskeletal anatomy and its impact on the mechanics/joint movements