



# STUDENT HANDBOOK

## ATHLETIC TRAINING

MAY 24, 2022  
REVISED

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## *Introduction*

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*The University of Kansas Medical Center  
School of Health Professions  
Department of Physical Therapy, Rehabilitation Science, and Athletic Training*

*Athletic Training Program  
Student Handbook*

## Preface

This document contains policy and procedure statements that are designed to define expectations of students. The University of Kansas Medical Center (KUMC), KUMC Graduate School, and the School of Health Professions (SHP) also have many policies and procedures that govern each student. Links to these can be found on the [KUMC Student Handbook website](#) or at the links below.

- [KUMC Policies, Procedures, and Operational Protocols](#)
- [Office of Graduate Studies, KU Medical Center \(Academic Catalog\)](#)
- [Student Handbook, School of Health Professions](#)

All students must sign the *Student Statement of Confidentiality Form* and the *Student Acknowledgement Form*. These forms are included as appendices at the end of the Athletic Training Student Handbook (this document). These signed documents serve as verification that each student has read through the Student Handbook and related policies, and the confidentiality policy, understands them, and agrees to abide by them. Return the signed pages to the AT program director (electronic versions are preferred). These signed notification pages will be maintained in the respective student's file.

# Welcome to The University of Kansas Medical Center!

## The Athletic Training Program

The [Master of Science in Athletic Training](#) is building on the long history of the athletic training program in Lawrence, Kansas.

## The Department of Physical Therapy, Rehabilitation Science, and Athletic Training

The [Department of Physical Therapy, Rehabilitation Science, and Athletic Training](#) houses a nationally recognized Doctor of Physical Therapy, a PhD in Rehabilitation Science, and the Master of Science in Athletic Training. The location and environment at the KU Medical Center provide excellent opportunities for interdisciplinary and interprofessional research collaborations.

## The School of Health Professions

The [School of Health Professions](#) is one of the country's largest schools of health professional education in an academic medical center in terms of number of programs, number of students enrolled in its graduate programs, and total enrollment. Health professionals provide 60% of health care service and continue to be in increasing demand. The other departments in the School of Health Professions are: Clinical Laboratory Sciences, Dietetics and Nutrition, Health Information Management, Hearing and Speech, Nurse Anesthesia Education, Occupational Therapy Education, and Respiratory Care and Diagnostic Science.

## The Medical Center

The [University of Kansas Medical Center](#) offers educational programs in the Schools of Medicine, Nursing, Health Professions, and Graduate Studies. Clinical services include a full-service, independently managed, tertiary-care hospital the [University of Kansas Hospital](#) that serves a wide region including Kansas, Missouri, Oklahoma, Arkansas and Nebraska. Recognized as a leader in research in the health sciences, the Medical Center was founded in 1905. Today, the Medical Center covers 41 acres and includes almost 7,000 employees (including nearly 1,500 full-time faculty), just under 3,800 students, and thousands of patients and visitors.

## The University

The [University of Kansas](#) is a major education and research institution with more than 28,500 students and 2,600 faculty members, and a member of the prestigious American Association of Universities. The university includes the main campus in Lawrence; the Medical Center in Kansas City; the Edwards Campus in Overland Park; campuses of the School of Medicine in Wichita and Salina; a School of Nursing campus in Salina; and educational and research facilities throughout the state.

## Kansas City

[Kansas City](#) combines the best of urban living with Midwest hospitality. An estimated 2 million people live in the bi-state metropolitan area, enjoying the region's temperate climate. Metropolitan Kansas City boasts several tourist attractions, including the downtown business district and Power and Light entertainment district, Nelson-Atkins Museum of Art, Kemper Museum of Contemporary Art and Design, City Market, the Country Club Plaza, Crown Center, the historic Westport area, the Kansas City Crossroads Art District, Truman Center and Library, the Kansas City Zoo, and Worlds of Fun/Oceans of

Fun. Professional sports teams, an integral part of the community, include the 2020 National Champion Kansas City Chiefs and Kansas City Storm (football), 2015 World Champion KC Royals (baseball), Sporting KC and KC Current (outdoor soccer), Kansas City Mavericks (ice hockey), Kansas City Comets (arena soccer), and the Kansas City Monarchs (minor league baseball). Dining ranges from international cuisine to Kansas City's famous barbecue, including the perennial favorite and award winning, Joe's Kansas City BBQ in the University of Kansas Medical Center neighborhood. Kansas City is home to Boulevard Brewery and is enjoying expansion of microbreweries and distilleries. The Kansas City community is busy throughout the year with a wide range of activities, and of course, fountains are everywhere.

# Traditions

## University of Kansas

Like any university with a long history, the University of Kansas (KU) has several fascinating stories and traditions. The following web sites provide information about KU's history, such as the history of the Kansas Jayhawk, and traditions including the Rock Chalk Chant, the Fight Song Clap, and Waving the Wheat!

- [KU Traditions](#)
- [The College: The Heart of KU Traditions](#)

## Department of Physical Therapy, Rehabilitation Science, and Athletic Training

### Jessie M. Ball Lecture (1922-2004)

The Jessie M. Ball annual lecture is held in conjunction with alumni weekend each fall. The event is funded by the Jessie M. Ball endowment which was established upon her retirement in 1988.

Miss Jessie Ball was a respected and beloved member of the faculty in the Department of Physical Therapy Education. She joined the faculty of the Department of Physical Medicine at the University of Kansas Medical Center in 1960 as an Assistant Professor. She retired in 1988 from the Department of Physical Therapy Education. During her 28 years as a member of the Department, she taught a generation of physical therapists who fondly remember her stories, philosophy, and unusual gait patterns. She served as Interim Chair from 1979-1981. She was a dedicated teacher and received great satisfaction from her relationship with her students. During her many years of service, she was awarded the Chancellor's Teaching Award from the University of Kansas and the Stata Norton Distinguished Teaching Award from the University of Kansas School of Allied Health. In 1994, she received the Distinguished Alumna Award from the University of Kansas School of Allied Health.

## Hooding Ceremony

The completion of the athletic training program is marked with a Departmental Ceremony, a School of Health Professions Recognition Ceremony, and culminates in a walk through the campanile and down the hill prior to the University Commencement Ceremony in Lawrence, KS.

The Departmental Hooding Ceremony is held during the week prior to graduation weekend. Graduates may invite a guest hooder who can be anyone holding an earned doctoral degree. The ceremony includes a message from the Department Chair (or designee), student remarks, graduate awards, and the ceremonial hooding (unofficial) of graduates.

## Master of Science in Athletic Training

### Jayhawk Challenge Coin

In 2013 the KU athletic training program began the tradition of providing a Jayhawk Challenge Coin to students upon graduation. Challenge coins have a long-standing tradition in military history and are used

in civilian groups to recognize accomplishments. Challenge coins are specially designed and given to confirm membership in an organization or group or to honor an individual for a special achievement. The KU athletic training challenge coin is given to students to acknowledge their completion of the program and welcome them into a group of distinguished KU athletic training alumni.

#### Awards Ceremony

The athletic training program recognizes graduating athletic training students during an award ceremony, typically held at the end of the spring semester. During the ceremony, we also recognize athletic training program preceptors and present student, faculty, and preceptor awards.

More traditions are sure to come as the program evolves.

## Mission, Vision, and Values

### University of Kansas

#### Mission

We educate leaders, build healthy communities, and make discoveries that change the world.

#### Vision

To be an exceptional learning community that lifts each other and advances society.

#### Values

The university is committed to excellence. It fosters a multicultural, inclusive environment in which the dignity and rights of the individual are respected. Intellectual diversity, integrity and disciplined inquiry in the search for knowledge are of paramount importance.

### University of Kansas Medical Center

#### Mission

To improve lives and communities in Kansas and beyond through innovation in education, research and health care.

#### Vision

To lead the nation in caring, healing, teaching and discovering.

#### Values

**Innovation**  
**Leadership**  
**Excellence**  
**Authenticity**  
**Diversity**

### School of Health Professions

#### Mission

To serve the citizens of Kansas, the region, the nation and to develop tomorrow's leaders through exemplary education, research and service.

## Department of Physical Therapy, Rehabilitation Science, and Athletic Training

### Mission

The mission of Department of Physical Therapy, Rehabilitation Science, and Athletic Training is to achieve excellence and leadership in education, research, and healthcare through a collaborative, innovative, and evidence-based approach, while integrating diversity, equity, and inclusion.

### Core Values

Leadership  
Social responsibility  
Patient-centered care  
Innovation  
Knowledge / expertise

## Athletic Training Program

### Mission

The athletic training program strives to develop excellence in the next generation of clinicians, scholars, and leaders by providing a collaborative, interprofessional, innovative and evidence-informed education.

### Core Principles

The athletic training program core principles are:

- Diversity, equity, inclusion, and social justice
- Interprofessional education and practice
- Leadership and professional development

## AT Program Philosophy and Framework Summary

The University of Kansas Medical Center's athletic training program is thoughtful in structuring and implementing a curriculum with classroom and clinical education. All aspects of the program tie to the mission, core principles, goals, and expected outcomes. The core principles of the athletic training program are 1) diversity, equity, inclusion, and social justice (DEI-SJ), 2) interprofessional education and practice, and 3) leadership and professional development. Each core principle is threaded across the curriculum and implemented both in the classroom and clinically. The athletic training program core faculty want students to gain value-add skills and experiences, as part of the program (e.g., mental health first aid, clinical education opportunity in a pro-bono clinic, a certificate in telehealth). These skills exceed the minimum identified in the standards.

With the athletic training program being housed with the Doctor of Physical Therapy program, there is an opportunity to capitalize on interprofessional education. Over the first 4 semesters of the athletic training program, 10 courses are shared in all or part with the physical therapy program. Faculty and students in both programs work together and develop a healthy respect for each other.

The clinical education thread consists of athletic training and supplemental clinical experiences as well as simulation. Four integrated clinical education (ICE) courses are offered concurrently with other courses in semesters 2 through 4. Three clinical experience (CE) courses provide immersion opportunities of increasing lengths (i.e., 4, 8, and 16 weeks). Classroom expectations during the immersive experiences are limited. Across the clinical education thread, a progression occurs where preceptors initially provide close supervision over students to supervised autonomy and independence.

## Comprehensive Assessment Plan

The athletic training program has a comprehensive assessment plan that includes program-specific outcomes that are defined by the program and include measures of student learning, quality of instruction, quality of clinical education, and overall program effectiveness. Collected data is used to develop improvement plans that include targeted goals and action plans for communicating and implementing the plan.

### Goals

The athletic training program has identified 4 overarching goals. Each goal and outcome fall into one or more of the following categories: 1) student learning, 2) quality of instruction, 3) quality of clinical education, 4) overall program effectiveness, and 5) student achievement.

The program goals include:

1. The athletic training program develops excellence in students as clinicians, scholars, and leaders. (*Program Excellence*)
2. The athletic training program promotes a culture of collaboration and innovation. (*Program Culture*)
3. Athletic training students are prepared to enter the athletic training profession. (*Profession Entry*)
4. The athletic training program instills a culture of diversity, equity, and inclusion (DEI). (*DEI*)

## Expected Outcomes

The athletic training program has identified 14 expected outcomes. Each expected outcome falls into one or more of the following categories: 1) student learning, 2) quality of instruction, 3) quality of clinical education, and 4) overall program effectiveness.

The program outcomes include:

1. Students will find value in the education they receive. (*Educational Value*)
2. Students will use an evidence-based approach when making decisions about the care of individual patients. (*Evidence Informed Practice*)
3. Students will accept responsibility for personal and professional growth by participating in activities to promote life-long learning and professional development. (*Personal & Professional Development*)
4. Students will exhibit qualities related to professional ethics and legal issues as outlined by athletic training profession (National Athletic Trainers' Association Code of Ethics, Board of Certification [BOC] Standards of Professional Practice, Commission on Accreditation of Athletic Training Education [CAATE] Code of Ethics and Code of Professional Conduct, and Kansas Board of Healing Arts State Practice Act for Athletic Trainers). (*Ethical & Legal Practice*)
5. Students will be competent and safe health care practitioners. (*Competent & Safe Practitioners*)
6. Students will demonstrate entry-level mastery of the curricular content related to the profession of athletic training. (*Professional Mastery*)
7. Students will promote, support, and participate in interprofessional education and practice. (*Interprofessional Education & Interprofessional Practice*)
8. Students will demonstrate appropriate oral and written communication skills. (*Communication*)
9. Faculty and staff will exhibit excellence in teaching and professional involvement. (*Faculty Excellence*)
10. Alumni will use their athletic training credential in a variety of settings throughout Kansas, the nation, and the world. (*Employment*)

The following measures of student achievement are included in the comprehensive assessment plan:

11. Program graduation rate
12. Program retention rate
13. Graduate placement rate
14. First-time pass rate on the BOC examination

A complete copy of the athletic training program framework is available to students in Blackboard via the PTRSAT Students organization, [AT Students folder](#).

## Contact Information

### Master of Science in Athletic Training

#### Mailing Address

Master of Science in Athletic Training  
University of Kansas Medical Center  
3901 Rainbow Blvd., MS 2002  
Kansas City, KS 66160

#### Other

Office Location: 3003 Orr-Major  
Mailstop 2002  
Voice: (913) 945-5187  
Fax: (913) 588-6910  
Website: [at.kumc.edu](http://at.kumc.edu)

### Department of Physical Therapy, Rehabilitation Science, and Athletic Training

#### Mailing Address

Physical Therapy, Rehabilitation Science, and Athletic Training  
University of Kansas Medical Center  
3901 Rainbow Blvd., MS 2002  
Kansas City, KS 66160

#### Other

Office Location: 4012 Student Center  
Mailstop 2002  
Voice: (913) 588-6799  
Fax: (913) 588-6910  
Website: [ptrsat.kumc.edu](http://ptrsat.kumc.edu)

### Social Media Links

MSAT Instagram: [@kumcmsat](https://www.instagram.com/kumcmsat)  
MSAT Facebook: [KUMC Athletic Training Program](https://www.facebook.com/KUMCAthleticTrainingProgram)  
PTRS Facebook: [KUMCPT](https://www.facebook.com/KUMCPT)

To access contact information for other University of Kansas Medical Center (KUMC) individuals or departments, use the [KUMC Directory Search](#).

## Faculty and Research

### Academic Faculty

Please visit the [Faculty Page](#) of the department's website to view the most recent information on faculty in the Master of Science in Athletic Training program and the Department of Physical Therapy, Rehabilitation Science, and Athletic Training (PTRSAT).

### Research Laboratories

The University of Kansas is regarded as one of the premier research institutions in the country, and researchers in the PTRSAT department are at the forefront of advancing knowledge in health care. Students not only learn from accomplished clinicians, but also from scientists striving to expand our knowledge base in a variety of health and science areas. Summaries of current research by PTRSAT department faculty are found on the [PTRSAT Research](#) webpage.

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## *Section II*

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*University of Kansas Medical Center*

*School of Health Professions*

*Department of Physical Therapy, Rehabilitation Science, and Athletic Training*

## Pertinent Handbooks

The following handbooks provide relevant and useful information to students in the athletic training program at the University of Kansas Medical Center:

[Athletic Training Student Handbook \(this document\)](#)

[KU Medical Center Graduate Studies](#)

[KU Medical Center Student Handbook](#)

[KU Lawrence Campus Graduate Studies Policy Library](#)

[School of Health Professions Student Handbook](#)

## Academic Calendar

The athletic training program typically follows the University of Kansas Medical Center [Academic Calendar](#). Exceptions surrounding clinical education courses (i.e., Integrated Clinical Education and Clinical Experience), or other occurrences will be communicated to students by the program or department (faculty and staff) using students' University of Kansas Medical Center email address and course materials/instructors.

A more detailed calendar including course times, locations, and exams is in the Master of Science in athletic training Shared Outlook Calendars (one per cohort).

## Academic Policies

The athletic training program follows the academic regulations outlined in the University of Kansas Academic Catalog.

The following regulations may be found under the [Office of Graduate Studies, University of Kansas Medical Center](#). (This is not an exhaustive list of information available.)

- Academic Calendar
- Academic Misconduct
- Academic Probation
- Academic Standing
- Definitions
- Discontinuance (Withdrawal)
- Dismissal
- Enrollment Definitions
- Enrollment Policy
- Grading
- Graduate Credit
- Grievance Policy and Procedures for Graduate Students
- Leave of Absence
- Progress to Degree Policy
- Student Responsibilities
- Transfer Credit

## Academic and Non-Academic Misconduct

The athletic training program and Department of Physical Therapy, Rehabilitation Science, and Athletic Training follow the policy and procedures related to academic and non-academic misconduct that is provided by the School of Health Professions.

### Academic and Non-academic Misconduct Policy

The student should refer to the [School of Health Professions Student Handbook](#) for detailed information including what constitutes academic and nonacademic misconduct.

### Actions Related to Academic or Non-academic Misconduct

The student should refer to the [School of Health Professions Student Handbook](#) for information outlining the actions related to academic and/or non-academic misconduct.

### School Appeals Procedure for Academic and Non-academic Misconduct

The student should refer to the [School of Health Professions Student Handbook](#) for the procedure for filing a Notice of Appeal and associated information.

## Admissions Process

Applications for the athletic training (AT) program are submitted online through the [Athletic Training Centralized Application System](#) (ATCAS). Students accepted into the program must submit a secondary application to the University of Kansas Medical Center using the [online application portal](#). Instructions for the secondary application are provided to students in their letter of offer.

Detailed information about [how to apply](#) as well as the [eligibility and requirements](#) are available on the AT webpage and in the [University of Kansas Catalog](#).

### Additional links:

- [Registrar's Office](#)
- [Information for Current Students](#)
- [Academic Catalog, Office of Graduate Studies KU Medical Center](#)

## Blood-borne Pathogen Protection and Exposure Plan

### Protection

To protect against exposure to bloodborne pathogens, the athletic training (AT) program adheres to the University of Kansas Medical Center policy titled [Bloodborne Pathogens Exposure Control Plan](#).

### Training

- Students in the AT program annually complete online Bloodborne Pathogens training and review the institution [Guidelines for Handling Sharps](#).

## Exposure

If a bloodborne pathogen exposure occurs, the AT program adheres to the University of Kansas Medical Center policy titled [Student Exposure to Blood Borne Pathogens](#) and the Student Health Services [Student Exposure Protocol](#).

## Calibration and Maintenance of Equipment

The Department of Physical Therapy, Rehabilitation Science, and Athletic Training (PTRSAT), which includes the athletic training (AT) program, enforces the following policies related to calibration and maintenance of equipment.

### Equipment Safety Check

All electrical equipment used for student learning experiences will be checked on an annual basis.

### Teaching Lab Maintenance

At least once each year, either directly before or after the summer semester, the faculty that use the teaching labs (1010 SON and 1020 SON) spend time cleaning and organizing these labs and the closets associated with these labs.

### Clinical Site Maintenance

It is the responsibility of each AT clinical site to ensure the calibration and maintenance of equipment at their facility(ies).

Documentation of equipment safety checks will be uploaded to each clinical site profile in EXXAT and verified during onsite visits by an AT faculty member.

# The University of Kansas Medical Center Campus Maps and Contact Information

Various up-to-date maps for buildings, parking, and event spaces may be found on the [University of Kansas Medical Center website](#).



## Catalog

Information on the athletic training (AT) program is located in the [University of Kansas Academic Catalog](#).

- Direct link to the [Office of Graduate Studies, KU Medical Center](#)
- Direct link to the [School of Health Professions](#)
- Direct link to the [AT program catalog page](#)

## Communicable and Infection Disease Transmission

The athletic training program follows the University of Kansas Medical Center policies related to Communicable and Infection Disease.

- [Communicable Disease and Infection Control Policy](#)
- [Communicable Diseases and Infection Control Policy](#) (Student Health Services)
- [Personal Protective Equipment Program Description and Policy](#)

## Criminal Background Check and Drug Screening

In compliance with the Joint Commission regulations, all employees, volunteers, and students are required to have a background check. The athletic training program adheres to the requirement and process outlined by the School of Health Professions. This information is available on the School of Health Professions [Background Checks and Drug Screening for Students](#) webpage.

## Diversity, Equity, and Inclusion

### [University of Kansas Medical Center](#)

The University of Kansas Medical Center (KUMC) is committed to creating and maintaining a diverse and inclusive learning and working environment that nurtures the growth and development of our students, faculty, staff, and patients.

KUMC defines diversity as a state of being in which the variety of cultures, experiences, expertise, and viewpoints are valued and incorporated into the fabric of our community. Diversity encompasses age, education level, ethnicity and race, gender expression and identity, nationality, national origin, physical and mental ability, political and religious perspectives, sex, sexual orientation, socioeconomic status, veteran status, and other human differences.

By embracing diversity, our University will attract and retain skilled and talented employees and students dedicated to excellence in education, research, patient care, community and global initiatives. A diverse and inclusive community that fosters mutual respect requires the engagement of the University at all levels.

- [KU Medical Center DEI Strategic Initiatives](#)

## School of Health Professions

The [School of Health Professions](#) (SHP) affirms the KUMC [DEI Core Value Statement](#). Information and activities offered by the SHP related to DEI are available on the [SHP DEI Website](#).

## Athletic Training Program

The athletic training (AT) program encourages and supports diversity in all forms. The AT program affirms the KUMC Core Value Statement on DEI. Students and faculty in the athletic training program are encouraged to participate in the variety of activities related to DEI and social justice offered at the program, school, university, and community level.

## Additional Resources

- [Office for Diversity, Equity, and Inclusion](#)
- [Office of Student Life, Diversity Education](#)
- [School of Medicine Office of Diversity and Inclusion](#)
- [SHP Diversity, Equity, and Inclusion Committee](#)
- [University of Kansas Office of Multicultural Affairs](#)

## Drug and Alcohol Use

The athletic training program adheres to the University of Kansas and University of Kansas Medical Center policies on drug and alcohol use and abuse. Applicable policies are available on the following websites:

- [SHP Handbook Alcohol and Drug Use](#)
- [Employee and Student Drug Use and Alcohol Abuse Assistance Program](#)
- [Policy on Prevention of Illegal Drug and Alcohol Use on Campus and in the Workplace](#)

## Events and Activities

### University of Kansas Medical Center Community

Faculty, staff, and students in the Department of Physical Therapy, Rehabilitation Science, and Athletic Training (PTRSAT), which includes the athletic training program, participate in many activities throughout the year. One benefit of being a member of the University of Kansas Medical Center (KUMC) community is taking advantage of the numerous activities and events on this campus. These events include seminars provided by internationally recognized scholars, as well as exposure to the broad expertise of the KUMC scholars and researchers. Student attendance and assistance in preparation for many of these events is encouraged. Additional information regarding these activities is provided throughout the school year. Examples of activities include but are not limited to:

- PTRSAT departmental events
- School of Health Professions sponsored seminars
- KUMC campus sponsored events
- Student Research Day (spring)
- Faculty Research Day (fall)
- New Student Orientation (first year students)
- Pinning Ceremony (first year students)
- Student & Faculty Recruitment events
- Alumni events

- PTRSAT Recognition Ceremony (May, graduating students)
- School of Health Professions Recognition Ceremony (May, graduating students)
- University of Kansas Commencement Ceremony (May, graduating students)

Check out the [KUMC Events](#) webpage.

## Professional Activities

Students are encouraged to attend and/or participate in profession related events. Consideration should be made related to how attendance would impact or interfere with academic and clinical commitments. Additionally, the financial resources necessary should be considered. Examples of professional activities include but are not limited to:

### National Athletic Trainers' Association ([NATA](#))

- [Student members](#) may [benefit](#) from:
  - Online professional development activities
  - Attend the annual [clinical symposia](#) (June)
  - Participate in [iLead](#), NATA's student leadership conference (usually in January)
  - Access the NATA Career Center
  - Participate in national and local advocacy initiatives
  - Network with peers and athletic training leaders
  - Volunteer with or serve on various committees, including the [Student Leadership Committee](#)
  - Participate in the NATA Research and Education Foundation [Student Writing Contest](#)

### Mid-America Athletic Trainers' Association ([MAATA](#); NATA District 5)

- Volunteer with or serve on the [Athletic Training Student Leadership Council](#)
- Attend the [annual meeting and symposium](#) (March)

### Kansas Athletic Trainers' Society ([KATS](#))

- Attend the [annual symposium](#) (November)
- Participate in Hit the Hill Day (spring)
- Volunteer with or serve on the College/University Athletic Training Students Committee

## Financial Aid

The [Office of Student Financial Aid](#) has a comprehensive menu of available services.

## Grade Policies

The athletic training (AT) program follows the grading system published in the [University of Kansas Graduate Catalog](#) under Grading. The AT program uses a traditional grading scale which includes A, B, C, D, F, and I for didactic courses and integrated clinical education (ICE I - IV) courses. Clinical Experience (CE I-III) courses use a Satisfactory (S) / Unsatisfactory (U) grading scale. The AT program does not include +/- designations. Further information regarding the minimum criteria for grading is outlined in the [University of Kansas Medical Center Handbook for Faculty](#). An additional link to the Handbook for Faculty is located under Grade Policies in the [School of Health Professions Student Handbook](#).

## Grievance Policies

### General Student Grievance

#### Policy

Should a grievance arise between a student and a faculty member or other person pertinent to the student's program of study (e.g., preceptor), the student should follow the grievance procedure outlined below. Issues involving grades of a particular class should be resolved between the student and the instructor of the course, and course grades will not be considered as grounds for grievance.

#### Procedure

1. The student (Complainant) must make a good faith effort to resolve the matter with the party involved (Respondent) before proceeding any further with this procedure.
2. If the Complainant is unable to resolve the matter after discussion with the Respondent, and if the Complainant wishes to pursue the grievance further, the Complainant needs to complete a AT Program Grievance Form and submit it via the online management system. This form will be directed to the designated individual to address the student's concerns.
3. If the Complainant is unable to resolve the matter after discussion with the designated program faculty (i.e., program director, director of clinical education), and if the Complainant wishes to pursue the grievance further, the Complainant will bring the issue through the following Grievance process:

A meeting is convened between involved student/faculty, program director, department chair and vice chair. The involved student/faculty can present written documentation and provide factual information in support of statements. There may be follow up meetings individually or in groups as needed. If the problem cannot be resolved among the involved parties, the Department Chair will decide the issue. If the student or faculty is dissatisfied with the resolution, they may pursue the appeals procedure in the [SHP Student Handbook](#).

### Clinical Education Grievance

#### Student Clinical Education Grievance

If a clinical problem or conflict arises from the student's perspective (supervision, professionalism, academic preparation), the student should take the following steps:

1. First discuss the problem immediately with the supervising preceptor.
2. If the situation is not improved in a reasonable amount of time, complete an AT Program Grievance Form and submit it via the online management system. The director of clinical education (DCE) will be notified and provide assistance in resolving the problem.
3. If the situation is still not improved, complete an additional AT Program Grievance Form to notify the DCE immediately. If it is an immediate concern, an email may be sent to the DCE. Alternative strategies for resolving the problem may be implemented; a telephone conversation and/or onsite visit may be arranged.

It is required that the student complete an AT Program Grievance Form in EXXAT for all grievances, especially if the situation is not resolved on time and at a satisfactory level. If the conflict/situation is egregious in nature (e.g., sexual harassment, violence, illegal activity), the DCE should be contacted immediately for consultation on how the student should proceed in addition to completing the AT Program Grievance Form.

### Preceptor Clinical Education Grievance

Formal advisement between the preceptor and DCE is warranted if the student conduct, in any way, disrupts safety or services to patients or relationships at the clinical site. The student may also initiate advisement with the DCE.

If a clinical problem or conflict arises from the preceptor's and/or patient's perspective, they should take the following steps:

1. The preceptor should immediately discuss the problem with the student and formulate a plan for resolution. If the situation is not improved, the preceptor should complete an AT Program Grievance Form in EXXAT and contact the DCE to discuss alternatives in resolving the problem. Before the DCE becomes involved, a resolution attempt must be made between the student and preceptor to address identified issues.
2. The preceptor and student must document the nature and disposition of the problem, as well as the resolution attempt, and provide this documentation to the DCE.
3. The DCE will provide written confirmation of the documented problem and the course of action.
4. The DCE's role is to serve as a mediator between the student and the preceptor ensuring the best interests of the public safety, the student, the clinical site, the university, and the profession are met.
5. An onsite visit or virtual meeting may be arranged with the preceptor, student, and DCE. The DCE, student, and preceptor will share perceptions, define the problem, and document a corrective action plan.
6. The DCE will determine whether the student can be successful with continuation of the clinical education course at the current clinical site. The student will be removed from the clinical site if the problem appears irresolvable or detrimental to patient safety, the student's learning, or clinical site business. At this time, the student will be reassigned for completion of the remaining duration of the clinical education opportunity or the entirety of the clinical education opportunity at the discretion of the DCE.
7. An action plan will be devised outlining specific behavioral expectations, time frames, and the evaluation process. The action plan will be signed and dated by the student, preceptor, and DCE.
8. The DCE will communicate with the student and preceptor at the completion date specified in the action plan.
9. At the completion date, student performance may result in:
  - a. Resolution of the problem with successful completion of the clinical education course (ICE or CE).
  - b. Partial or unsuccessful resolution of the problem with "unsatisfactory" grade of the clinical education course (ICE and CE) and full remediation or dismissal from the program.

### Clinical Site Grievance

The preceptor and/or clinical site may find it necessary to file a grievance with the AT program. This may be necessary if issues are not student-specific but involve issues with general academic preparedness, communication with academic faculty and/or DCE, or clinical education policies. The preceptor should document the specific problem using the AT Program Grievance Form and submit it on EXXAT. An email may also be sent to the DCE, AT program director, and/or department chair. All documentation will be shared with the AT program director and PTRSAT chair and vice-chair and will be forwarded to appropriate faculty. The AT program will provide the preceptor and clinical site a written response documenting the planned course of action.

### Termination of Clinical Education Opportunity due to Student Performance

If a student's conduct or performance, in any way, disrupts services to patients or relationships at the clinical site, the preceptor may dismiss the student or the DCE may immediately terminate the student's clinical site placement. Areas of conduct may include but are not limited to technical skills or academic preparation, commitment to learning, effective interpersonal skills, effective communication skills, effective use of time and resources, acceptance of feedback with adjustment in targeted behavior, professionalism, problem solving, and stress management.

The following examples may be grounds for immediate termination. This list of examples is provided for clarification but is not an exhaustive list of all unprofessional behaviors that may warrant termination:

1. Student does not exercise sound judgment placing a patient, or themselves, at risk for injury.
2. Student behavior undermines the positive relationship between the university and the clinical site.
3. Student performance jeopardizes relationships between employees at the clinical site.
4. Student fails to adhere to department, program, or university policies and procedures.
5. Student uses poor professional judgment leading to unsafe or inadequate patient care or has unethical conduct.
6. Student fails to remediate unacceptable behavior that has been addressed.
7. Student misrepresents level of competency or practices beyond abilities.
8. Student has unreasonable absences or tardiness.
9. Student dates a patient currently undergoing any form of treatment at the clinical site or a part of the sports teams the student is interacting with.
10. Student dates a clinician, coach, and/or staff member employed at the clinical site.
11. Student dates or has a physical relationship (consensual or otherwise) with a minor.
12. Student deceives the preceptor or clinical staff.
13. Student informs the patient and/or family of personal disagreement with an aspect of care.

If the student is dismissed from the clinical site or if the clinical education opportunity associated with a clinical education course (ICE or CE) is terminated:

1. The student will fail [grade of 'D/F' (ICE) or 'unsatisfactory (CE)] for the clinical education course they are enrolled.
2. The student may not return to the clinical site for a future clinical education opportunity.

3. The student or agents of the student may not interact or contact the clinical site, its staff, or patients.
4. The student must formally meet with the DCE to outline a remediation plan.
5. Students may be granted the opportunity to re-enroll in the clinical education course in which they have received a failing grade one additional time (dependent on the egregious nature of the cause of dismissal). Students who do not successfully complete the clinical education course the second time will be dismissed from the AT program. The student will only have one opportunity to recycle any clinical education course. Unsatisfactory performance, resulting in a failing grade, in any subsequent clinical education course will be grounds for dismissal from the program.

## Immunization Requirements

University of Kansas Medical Center (KUMC) students, including athletic training (AT) students, must complete the institutional [Health Requirements for Enrollment](#). A list of requirements including immunizations are on the [Student Health](#) webpage. The following KUMC policies apply to AT students:

- [Immunization Requirements for Clinical Non-Medical Students \(Category B\)](#)
- [KUMC Student Flu Vaccination Policy](#)
- [Immunization Requirements for International Students, Long Term \(≥4 weeks\)](#)

## Nondiscrimination Policies

The athletic training program adheres to the University of Kansas (KU) and University of Kansas Medical Center policies on nondiscrimination, equal opportunity, and affirmative action. The KU [Nondiscrimination, Equal Opportunity, and Affirmative Action](#) policy is available on the KU Policy website. The University of Kansas Medical Center policy is available [here](#) and links to the KU Policy.

## Patient/Client Privacy (FERPA and HIPAA)

### HIPAA Compliance

All students are required to complete training for awareness and compliance with the patient privacy regulations of the Health Insurance and Portability and Accountability Act (HIPAA) prior to beginning any clinical education opportunities. An annual refresher is administered during the second summer of the athletic training (AT) program.

The AT program adheres to the policies of the University of Kansas Medical Center (KUMC). Links to these policies may be found on the [HIPAA Privacy Program website](#). Students should pay particular attention to the KUMC Policy: [Use of and Safeguards for Protected Health Information by \(KUMC\) Internal Business Support](#) and any referenced or related policies and procedures.

Each student is required to strictly adhere to standards of KUMC and any clinical affiliate where the student is completing clinical education requirements. The student must protect patient confidentiality and is not to discuss the patient/patient condition outside the clinical setting. Patients may be discussed

with classmates and faculty for educational purposes only. All patient and clinical site identifiers must be removed.

The *Student Statement of Confidentiality* form must be signed and returned to the AT program prior to engaging in clinical education opportunities.

### Student Confidentiality (FERPA)

The University of Kansas affords all its students their full rights as required by the Family Educational Rights and Privacy Act (FERPA). The complete policy is located in the University of Kansas Policy Library website under the [Student Records Policy](#).

FERPA was enacted to protect the privacy of students and to provide for the right to inspect and review education records which are directly related to a student, and which are maintained by the University or by a party acting for the University including the clinical site. The University may disclose personally identifiable information from the education records without the consent of the student to an outside contractor such as a clinical site who is a party acting for the institution and is performing a service which the institution would otherwise have to perform for itself. They are not permitted to disclose that information to others without the written consent of the student and that the information is to be used only for the purpose(s) intended. A student may request amendment of the content of an education record on the grounds that the record is inaccurate, misleading, or otherwise in violation of the privacy of the student.

### Radiation Exposure

The athletic training program follows the University of Kansas Medical Center policies related to Radiation Exposure. Athletic training students are at very low risk from exposure.

- [Environment, Health, and Safety](#)
- [Environment, Health, and Safety Office; Radiation Safety](#)

### Sanitation Precautions

The athletic training program adheres to the University of Kansas Medical Center (KUMC) policies related to Communicable Disease, Infection Control, and Sanitation.

- [Communicable Disease and Infection Control Policy](#)
- [Communicable Diseases and Infection Control Policy](#) (Student Health Services)
- [Personal Protective Equipment Program Description and Policy](#)

KUMC is committed to supporting the health and safety of our students and their progress through academic programs. To minimize the spread of germs and viruses (e.g., SARS-CoV-2), KUMC has implemented several updates for all campus community members to follow. Students must use personal responsibility and follow the guidelines and procedures outlined below for the safety of themselves, their peers, staff members, faculty, and patients on campus.

## General Guidelines

Students are expected to wash their hands regularly and wash their hands or use hand sanitizer before and after patient contact. Hand sanitizing stations are located across campus, and it is suggested that students carry individual hand sanitizer with them. It is important each student avoids touching their eyes, nose, or mouth and to make sure to cover their mouth and nose with a tissue when they cough/sneeze or use the inside of the elbow.

Per the Center for Disease Control and Preventions (CDC), “handwashing is one of the best ways to protect yourself and your family from getting sick.” The use of hand sanitizer that contains at least 60% alcohol may be used if soap and water are not readily available. However, hand sanitizers do not get rid of all germ types, may not be as effective when hands are visibly dirty or greasy, and may not remove harmful chemicals from hands. The CDC has published [recommendations on handwashing and use of hand sanitizer](#).

Additional Resources:

[Handwashing: Clean Hands Save Lives](#)  
[CDC Health Promotion Materials](#)

## Laboratory Guidelines

Lab rooms will be cleaned on a regular basis by university cleaning services. Students will clean the space they contacted with approved sanitizing procedures “before leaving the lab” (see below). Students will use hand sanitizer or wash hands thoroughly upon entering the lab and before exiting the lab. Adequate transition time (approximately 10 minutes) will be allowed between lab sessions to ensure time for cleaning stations.

Before Leaving Lab:

1. Obtain a sanitizing wipe (or disinfecting spray/paper towel) and wipe down all surfaces touched (e.g., plinth, pillows, stool seats, etc.). Discard used cleaning material.
2. Wash hands thoroughly or use hand sanitizer when exiting the lab.
3. Leave the lab room on time at/or before the end of the lab session to allow for appropriate transition time between lab groups, if applicable.

## Clinical Site Protocol

Each clinical site will have their own sanitation protocols. As part of the orientation to a clinical site, students and preceptors must review the protocols and expectations. Students must comply with the clinical site policies and procedures.

## Scholarships and Awards

### Master of Science in Athletic Training

#### Scholarships

##### *Lynn Bott Scholarship*

The Lynn Bott Scholarship was established by alumni and friends of the athletic training program in honor of Lynn Bott. Lynn began working at the University of Kansas in 1976, eventually becoming the head athletic trainer and director of athletic training services. Lynn has served the profession of athletic training extensively at the state, district, and national levels. He was awarded the Kansas Athletic Trainers' Society (KATS) Outstanding Service Award in 2000, the National Athletic Trainers' Association Distinguished Athletic Trainer Award in 2005, was inducted into the KATS Hall of Fame in 2006, and the Mid America Athletic Trainers' Association Hall of Fame and the University of Kansas Athletic Training Hall of Fame in 2009. In 2010 Lynn was inducted into the National Athletic Trainers' Association Hall of Fame. Lynn retired as Director of Sports Medicine from Baker University in 2021.

The Lynn Bott Scholarship is awarded to a rising athletic training student who displays a commitment to the profession of athletic training.

#### Awards

##### *Brian W. Luinstra Athletic Training Award*

The Brian W. Luinstra athletic training award was established by Carolyn Kenny Luinstra to honor the memory of her husband. Brian was among the 10 men on the Oklahoma State University (OSU) airplane that went down in Colorado on January 27, 2001. Brian is greatly missed by the OSU athletic training staff, the Wichita State University athletic training staff, the University of Kansas athletic training staff, and the National Athletic Trainers' Association, of which he was a dedicated member. Brian was raised in Augusta, Kansas. He received his Bachelor of Science in Education in 1994 from the University of Kansas. As a student at the University of Kansas, Brian pursued his passion of athletic training. Brian was enthusiastic, dedicated, and a motivator of many a student-athletes and fellow students pursuing athletic training. He always demonstrated a positive attitude towards his studies and those athletic programs he interned. He led by example, craved more information, and researched diligently in order to pursue his ultimate goal of becoming a certified athletic trainer. Brian received his Master of Arts in 1996 from Wichita State University where he remained as an assistant athletic trainer until moving to OSU. Brian was the men's basketball athletic trainer for OSU, as well as an instructor in the Health and Human Performance Department from 1999 to his untimely passing in 2001.

The recipient of this award represents the qualities that made Brian W. Luinstra such an outstanding student in athletic training. These include but are not limited to leadership, strong work ethic, professional involvement, dedication to the profession and patients, respect toward others, and a constant pursuance of professional development.

##### *"Deaner" Jayhawk Award*

The "Deaner" Jayhawk Award is in memory of Dean "Deaner" Nesmith. Dean Nesmith was the first athletic trainer at the University of Kansas, serving from 1938 to 1983. He also served as an athletic

trainer for the 1960 United States Olympic basketball team. Dean Nesmith was inducted into the University of Kansas Athletic Hall of Fame in 1984, the Kansas Athletic Trainers' Society Hall of Fame in 1997, the Mid America Athletic Trainers' Association Hall of Fame in 1994, and the National Athletic Trainers' Association Hall of Fame in 1971.

The "Deaner" Jayhawk Award is given to an athletic training student who demonstrates commitment and dedication to the athletic training program.

#### *Athletic Training Leadership Award*

The Athletic Training Leadership Award is given to a graduating athletic training student who demonstrates exceptional leadership skills within the athletic training program.

#### *Athletic Training Preceptor Award*

The Athletic Training Preceptor Award is given to a preceptor who consistently goes above and beyond to help mentor students and strives to improve the program and profession by educating today's students to become tomorrow's clinicians. The preceptor award is chosen by the athletic training students.

### Scholarship Opportunities for School of Health Professions Students

A list of scholarships awarded through the School of Health Professions (SHP) for students currently enrolled in a SHP program are located on the [SHP Scholarships webpage](#).

### University of Kansas Medical Center Student Financial Aid

The University of Kansas Medical Center Office of Student Financial Aid has a comprehensive menu of available services. This includes information related to [Grants and Scholarships](#).

### Professional Organization Opportunities

Scholarships or awards may be available from professional organizations. This is not an exhaustive list, may be based on where a student is located, and requires the student to be a member of the organization.

[Kansas Athletic Trainers' Society \(KATS\)](#)

[Mid-America Athletic Trainers' Association \(MAATA\)](#)

[National Athletic Trainers' Association \(NATA\) Research and Education Foundation Scholarship Program](#)

### Student Organizations

Athletic training students have the opportunity to participate in the governance of the School of Health Professions (SHP) and the University of Kansas Medical Center (KUMC) through the following organizations:

## [KUMC Student Organizations](#)

A complete list of KUMC opportunities available through the [Office of Student Life](#) are available on [The Beat@KUMC](#).

## [Student Governing Council \(SGC\)](#)

The SGC serves as the students' primary voice to leadership and is the primary student governing body at KUMC. Completely student run and supported by faculty advisors, the SGC consists of representatives from all four schools at KUMC: Health Professions, Graduate Studies, Medicine, and Nursing. The SGC disburses student fees to registered student groups, provides services to the student body (like ticket giveaways and legal services), and promotes all aspects of student life with committees ranging from technology to parking to legislative.

## [Graduate Student Council \(GSC\)](#)

All KUMC graduate students are eligible to become members of the GSC. The purpose of the GSC is to:

- promote the welfare of KUMC graduate students through participation in university governance activities; representation of all graduate students at KUMC in campus-wide affairs that directly and primarily affect the graduate students; and representation of their interests and concerns to the faculty and University administration.
- allocate university funds derived from Student Activity Fees.
- enhance the cultural, social, and professional growth of KUMC graduate students.
- ensure that the opportunities at KUMC are open to all graduate students regardless of race, religion, color, sex, disability, national origin, age, ancestry, marital status, parental status, sexual orientation, or veteran status, as set forth in the University's Equal Opportunity and Nondiscrimination Policies.
- protect and enhance student's rights.

## [School of Health Professions Student Senate](#)

The purpose of the SHP Student Senate is to establish an organization representative of all SHP students. The SHP Student Senate facilitates student involvement by fostering interprofessional relationships and by providing a unified voice that promotes a positive relationship and mutual respect among students, faculty, and administration.

## Student Resources

### [A.R. Dykes Library](#)

### [Equal Opportunity and Academic Compliance](#)

- **[Religious Accommodation](#)**: The University of Kansas Medical Center (KUMC) will make good faith efforts to provide reasonable religious accommodations. The [Religious Accommodation Policy](#) outlines procedures for requesting accommodations.
- **[Title IX and Sexual Violence](#)**: KUMC prohibits all forms of sex-based discrimination, including [sexual harassment](#), sexual violence, and assault. [This website](#) includes links to policies, process, and procedures as well as online reporting form.

## Information Resources

- [Jayhawk Tech Clinic](#): KUMC Information Technology Customer Support.
- [Office of Information Security](#): Oversees KUMC's efforts to protect computing and informational assets.
- [Technology Services Catalog](#): Master list of technology services available.
- [Teaching and Learning Technology](#): Technology and services available including eLearning, testing services, room reservations and more.

## KUMC Bookstore

The KUMC bookstore is located on the first floor of Orr-Major. An online search feature for textbooks is available on the [KUMC Bookstore](#) website.

## KUMC Student Affairs

- [Office of the Student Ombudsman](#): The Ombudsman's office provides a safe place where students may discuss problems or issues within the University.
- [Registrar's Office](#): Academic Calendar, Advising, Enrollment, Tuition and Fees, and a lot more focused on current students.
- [Office of Admissions](#): Resources and information related to KUMC admissions.
- [Student Financial Aid](#): Comprehensive services in financial aid.
- [Student Health Services](#): Variety of on-campus health care services.
- [Counseling and Educational Support Services](#): Educational support, and writing assistance are available, in addition to psychological and psychiatric services.
- [Concerning Behavior Reporting Tool](#): This link provides a mechanism to report any concerning behavior a student may have experienced or observed.
- [Office of Student Life](#): Opportunities for personal and professional development as well as campus activities, wellness programs, and community outreach that are a part of Student Life.
- [Kirmayer Fitness Center](#): An on-campus integrated place for recreation, wellness, and fitness.
- [Student Health Insurance](#): All on-campus students at KUMC are required to have health insurance. Students may hold their own insurance or KUMC has an option for purchase.
- [Academic Accommodation Services](#): The Office of Academic Accommodations helps facilitate and provide equal educational access and opportunity.

## Parking and Transportation Services

Students parking on-campus will need to purchase a parking permit. Parking permit fees are outlined in Section 7 of the [Parking Policies and Procedures](#). A map of the various parking zones is available [here](#). Additional services include a shuttle service and security escorts.

## Police Department

- [Clery Act Information](#): The Annual Security Report as defined by the Jeanne Clery Disclosure of Campus Security and Crime Statistics Act is located on the KUMC Police Department website. Here is the direct link to the [Annual Security Report](#).
- [Emergency Warning and Communication](#): KUMC has a multilayered approach. Learn more [here](#).

- [Identification Badge/Card Access Information](#): The identification badge serves as a student's key to enter KUMC. The identification badge must be worn at all times. Failure to do so may result in being stopped by the police.

### [Student Reporting Resources](#)

A comprehensive list and links related to reporting issues and situations compiled by the Office of Academic and Student Affairs.

### Student Withdrawal and Refund of Tuition and Fees

The athletic training program adheres to the University of Kansas and University of Kansas Medical Center (KUMC) policies on student withdrawal and refund of tuition and fees. The information related to [changes in enrollment](#) is available on the KUMC Registrar's website. (see Dropping a Course and Cancelling/Withdrawing from All Courses.)

For any tuition adjustment, grading, and drop deadlines, students should refer to the [standard university academic calendar](#).

### Transfer Credit

The athletic training program evaluates transfer credit and content mastery waiver, from another professional master's degree in athletic training, on a case-by-case basis and in compliance with the [University of Kansas Medical Center policy on transfer credits](#). As a lockstep program, transfer credits are the exception, rather than the norm.

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### *Section III*

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#### *Athletic Training Program*

## Accreditation

### Higher Learning Commission

The University of Kansas is accredited by the [Higher Learning Commission](#) (HLC). During its last comprehensive evaluation in May 2015, the University of Kansas was granted the maximum continuing accreditation of 10-years.

### Commission on Accreditation of Athletic Training Education

*The University of Kansas is currently seeking accreditation for its new athletic training program and is not accredited by the [Commission on Accreditation of Athletic Training Education \(CAATE\)](#). The institution will be submitting a self-study to begin the accreditation process on July 1, 2022. Submission of the self-study and completion of a site visit does not guarantee that the program will become accredited. Students that graduate from the program prior to accreditation WILL NOT be eligible to sit for the credentialing examination for athletic trainers and will not be eligible for licensure in most states.*

CAATE may be contacted in the following manners:

2001 K Street NW, 3rd Floor North  
Washington, DC 20006

PHONE: 512-733-9700

TOLL FREE: 844-GO-CAATE (844-462-2283)

[WEBSITE](#)

## Professional Behavior

Students are expected to exhibit professional conduct in all academic and clinical settings and conduct themselves in a manner that ensures all students can learn and participate. Professional behavior expectations are imposed from a variety of sources including institution, profession, and programmatic.

### University of Kansas Medical Center

The School of Health Professions statement on professional conduct is available in the [School of Health Professions Student Handbook](#).

### NATA Code of Ethics

The [National Athletic Trainers' Association \(NATA\) 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. (Reprinted from the [National Athletic Trainers' Association](#), September 28, 2005, Revised 2016)

## BOC Standards of Professional Practice

The [Board of Certification, Inc. \(BOC\)](#) is the national credentialing agency for athletic trainers and strives to protect the public through a process of certification, adjudication, standards of practice, and continuing competency programming. As such, athletic trainers must comply with the [BOC Standards of Professional Practice](#). These standards include Practice Standards and the Code of Professional Responsibility.

## Foundational Behavior

### CAATE Core Competencies

The Commission on Accreditation of Athletic Training Education (CAATE) has imbedded six core competencies into the [Pursuing and Maintaining Accreditation AND 2020 Standards For Professional Masters Programs](#). The CAATE core competencies are:

*“Patient-Centered Care* – Care that is respectful of, and responsive to, the preferences, needs, and values of an individual patient, ensuring that patient values guide all clinical decisions.

#### *Interprofessional Practice and Interprofessional Education*

- *Interprofessional Practice* – The ability to interact with, and learn with and from, other health professional in a manner that optimizes the quality of care provided to individual patients.
- *Interprofessional Education* – When students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes.

*Evidence-Based Practice* – The conscientious, explicit, and judicious use of current best evidence in making decisions about the care of an individual patient.

*Quality Improvement* – Systematic and continuous actions that result in measurable improvement in health care services and in the health status of targeted patient groups.

*Health Care Informatics* – The interdisciplinary study of the design, development, adoption, and application of information-technology-based innovations in the delivery, management, and planning of health care services.

*Professionalism* – Relates to personal qualities of honesty, reliability, accountability, patience, modesty, and self-control.” (CAATE 2020 Professional Standards glossary)

## AT Milestones

Additionally, the [AT Milestones](#) project has adopted six areas of general competencies from the Accreditation Council for Graduate Medical Education (ACGME). The AT Milestones general competencies are:

*“Patient Care and Procedural Skills* – Athletic trainers must be able to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.

*Medical Knowledge* – Athletic trainers must demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, as well as the application of this knowledge to patient care.

*Practice-Based Learning and Improvement* – Athletic trainers must demonstrate the ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning.

*Interpersonal and Communication Skills* – Athletic trainers must demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

*Professionalism* – Athletic trainers must demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles.

*Systems-Based Practice* – Athletic trainers must demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.” (AT Milestones)

The Core Competencies and AT Milestones overlap to create a foundation of behavior and skills that permeate everyday practice as an athletic trainer. Students in the AT program are expected to develop and demonstrate the progressive acquisition of the skills and behaviors identified in the core and general competencies discussed above throughout the program. Instruction, feedback, and assessment is threaded throughout the curriculum in all courses, including integrated clinical education and clinical experiences.

## Generic Abilities

Generic Abilities are attributes, characteristics, or behaviors that are not explicitly part of the profession's core of knowledge and technical skills but are nevertheless required for success in the health care professions. Ten Generic Abilities were identified through a study conducted at the University of Wisconsin-Madison (May et al., Journal of Physical Therapy Education, 9:3-6, 1995). The ten generic professional abilities and definitions are listed below. These Generic Abilities serve as a foundation for professional behavior and may be used for counseling sessions with a student concerning academic and non-academic deficiencies and may be cited as expected standards of professional student behavior and/or academic criteria established between the athletic training program and a student.

*Commitment to Learning* – The ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.

*Interpersonal Skills* – The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community and to deal effectively with cultural and ethnic diversity issues.

*Communication Skills* – The ability to communicate effectively (i.e., speaking, body language, reading, writing, listening) for varied audiences and purposes.

*Effective Use of Time and Resources* – The ability to obtain the maximum benefit from a minimum investment of time and resources.

*Use of Constructive Feedback* – The ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction.

*Problem-Solving* – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.

*Professionalism* – The ability to exhibit appropriate professional conduct and to represent the profession effectively.

*Responsibility* – The ability to fulfill commitments and to be accountable for actions and outcomes.

*Critical Thinking* – The ability to question logically; to identify, generate, and evaluate elements of logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.

*Stress Management* – The ability to identify sources of stress and to develop effective coping behaviors.

## Consequences

Inappropriate behavior may result in a demand that the student leaves the class, laboratory, or clinic setting. Students should understand that any faculty member in the Department of Physical Therapy, Rehabilitation Science, and Athletic Training, even if not directly involved in teaching or facilitating a course, may intervene if inappropriate behavior occurs in an educational setting (e.g., classroom or laboratory). The first incident of inappropriate behavior normally results in the instructor discussing the behavior with the student and documenting the behavior and subsequent discussion. This documentation will become a part of the student's file.

A second occurrence of inappropriate behavior may invoke misconduct proceedings to be brought against the offending student, as per institutional/department/program procedures, which may eventually lead to dismissal of the student on behavioral (non-academic) grounds.

The student should be aware that unprofessional behavior may lead to a decision by the AT program director that the student will not be permitted to enroll in a subsequent integrated clinical education (ICE) or clinical experience (CE) course until such time that the student consistently exhibits professional behaviors. If deemed necessary, a behavioral agreement that specifies expectations for professional behavior on the part of the student will be developed by the athletic training program. The AT program director, director of clinical education (if applicable), and the student will sign this behavioral agreement, and copies of this agreement will be maintained in the student's file and transmitted to the department chair and/or vice-chair. Failure to meet the standards of the behavioral agreement may result in the student being required to recycle portions of the academic curriculum (to permit monitoring of behaviors) and/or denial of enrollment in an integrated clinical education (ICE) or clinical experience (CE) course and may ultimately lead to the student being dismissed from the AT program.

## Credentialing

### BOC Certification

The [Board of Certification, Inc. \(BOC\)](#) administers a national certification examination to graduates of Commission on Accreditation of Athletic Training Education (CAATE) accredited programs.

- BOC: [Eligibility/Exam Requirements](#)
- BOC: [Maintain Certification](#)

### State Credentialing

At this time, 49 states and the District of Columbia regulate the practice of athletic training. To legally practice athletic training, one must be recognized by the appropriate state regulatory agency. The BOC exam is recognized as a means to meet the exam requirement of all athletic training state regulating agencies.

- [BOC State Regulation Search](#)
- [NATA Athletic Training State Regulatory Boards](#) (Interactive Map)
- Kansas Board of Healing Arts: [Athletic Trainer](#)
- Missouri Division of Professional Registration: [Missouri Athletic Trainer Advisory Committee](#)

### Felony Convictions

If a student has been convicted of a felony, they should be aware that their application for certification or state credentialing will be subject to review and additional information may be requested. Based on the review process, denial of licensure, certification, and/or registration may occur and subsequent opportunities for employment as an athletic trainer may be compromised.

Board of Certification Exam Candidate Handbook

- [Candidates with a Legal or Academic Discipline Case \(p. 10\)](#)

## General Items

### Academic Advising

Each student in the athletic training program is assigned a faculty advisor when they begin the program. The purpose of academic advising is to monitor student progress and proactively meet the students' needs.

Students may meet with their advisor periodically either through student or faculty-initiated invitation. Academic advising may include monitoring progress within each academic or clinical course, which is the responsibility of the student and course instructor. Each student should seek assistance from the course instructor if they recognize the need for assistance or are at risk of an adverse outcome. If a student experiences academic or clinical issues, the course instructor and athletic training program director may request a meeting with the student. A written report will be completed during the meeting articulating an action plan for corrective action or remediation.

A student who is placed on [academic probation](#) will be notified in writing. The athletic training program will follow the policies outlined by the University of Kansas Medical [Center Office of Graduate Studies on academic probation](#). The student must meet with the athletic training program director to formulate a

written, corrective action plan that will assist the student in achieving academic and clinical success within the program. A student on probation should meet with their advisor at the beginning, mid-term, and end of the semester while on probation.

Any advising documentation is retained in the student record.

## Academic Curriculum

### Course Sequence

The Athletic Training (AT) Plan of Study is available on the [AT Curriculum and Degree Requirements](#) webpage and in the [University of Kansas Academic Catalog](#).

### Course Descriptions

Course descriptions for all AT courses may be found in the [University of Kansas Academic Catalog](#).

## Assumption of Risk

Clinical practice poses potential for exposure to hazardous materials, infectious agents, and personal injury. Prior to beginning the first integrated clinical education course, athletic training students are trained in standards for preventing transmission of blood borne and other infectious agents. All students must complete assigned blood borne pathogen training annually.

A student must complete any additional training required by the clinical site. It is the student's responsibility to seek all of the information needed to comply with the clinical site's policies including infection control, use/storage/labeling of hazardous materials, fire and emergency procedures, security, and incident reporting of personal or patient injury. A list will be provided online for specific clinical education opportunities.

### Exposure or Workplace Injury Plan

In the event of an exposure to an infectious agent or hazardous material or injury at the worksite the student should seek treatment through the clinical site's employee health department, if available. Otherwise, treatment should be sought by a nearby qualified physician or urgent care center. For non-emergent conditions, students may seek care at the University of Kansas Medical Center's [Student Health Services](#). The student must follow clinical site protocols for injury or exposure reporting. If a student is injured or exposed to infectious or hazardous materials, they should notify the director of clinical education as soon as possible. Treatment may be at the student's expense.

## Degree Requirements

Requirements for completing the athletic training (AT) program are available on the [AT Curriculum and Degree Requirements](#) webpage and in the [University of Kansas Academic Catalog](#).

### Remediation: Skill Assessment

Students must obtain a 70% or higher on all skill assessments (e.g., checkoff, practical exam). Students receiving below a 70% on a skill assessment must re-take the assessment to obtain a passing grade. Only

one retake per assessment will typically be given per student. Retakes will take place at the discretion of the faculty member after the entire class has completed the skill assessment. Students are encouraged to review the material prior to the retake. The retake will be scored on a pass/fail basis. If a student passes the retake, a 70% is recorded in the grade book. This prevents a student from scoring higher than another student who passed the checkoff on the first try. If the student fails the retake, further remediation may take place at the discretion of the course instructor and the AT program faculty. It is possible that no remediation will be allowed, and the student will be placed on academic probation. Failure to perform a skill assessment in a manner that is safe for the patient will result in the student automatically receiving a grade of zero for the assessment.

During the skill assessment, the evaluator may provide the student with feedback about performance (but not a specific grade). Skill assessment grades will be posted to the gradebook in the learning management system (Blackboard) after the exam is completed. Students can make an appointment with the course instructor if they have specific questions about the assessment.

### Deceleration

In exceptional cases, when a student is on academic probation, the program may offer the student an option to begin an individualized decelerated schedule or consider alternative options.

A decelerated schedule will result in a delay in the originally planned graduation from the program. The decelerated schedule requires the student to reduce the required courses and credit hours in the next semester. This is determined based on individual strengths and weaknesses, course grades, and timing of clinical education courses. A student cannot move to the decelerated schedule if any course has an incomplete, except in unusual circumstances.

The decelerated schedule will delay any subsequent courses, including clinical education courses, until such time as all prerequisite courses for that semester have been successfully completed. The student is required to keep current any clinical skills successfully completed prior to the deceleration. The student is required to work closely with their faculty advisor and the athletic training program faculty in course scheduling and learning opportunities including clinical opportunities. Courses will only be offered in their normal sequence. Students will not have an opportunity to take "special courses"; they must still follow the outlined curriculum although in a decelerated fashion.

At the end of each semester of the decelerated schedule the student's semester GPA must be at least 3.0. If at any point in the decelerated schedule the student's semester GPA falls below a 3.0, the student will be dismissed from the program.

Before a schedule of less than full-time is pursued, students are responsible for checking with offices of student financial aid, student health, and international programs (if applicable), to ensure a reduction from full-time status does not impact the student's enrollment status. If a student is receiving a stipend, the office granting the stipend should be contacted before starting a decelerated schedule.

## Dress Code

All athletic training (AT) students are required to adhere to the AT dress code during on-campus and program required activities. When students are working with patients/clients (e.g., integrated clinical education, clinical experience), they are expected to conform to the dress requirements of the supervisory setting. In contacting the facility prior to each clinical education opportunity (e.g., integrated clinical education, clinical experience), the student should ask about the attire requirements.

The AT student will visibly wear their University of Kansas Medical Center student identification badge, indicating they are a student, unless prohibited by the facility.

## AT Dress Code

Students are expected to adhere to the AT dress code for all skill assessments, class presentations, guest speakers, and clinical education opportunities unless otherwise instructed by the program or preceptor. Tattoo, piercings, and other forms of personal expression must adhere to the policy of each clinical site or preceptor, and may vary across or within sites.

### *Professional Dress Expectations*

- KU Medical Center student identification badge (clients/patients must be able to differentiate students from credentialed providers)
- Care should be taken in selecting clothes that a student can move freely in (e.g. squat, raise hands over head, bend over without showing chest or low back)
- Appropriate grooming, including facial hair (should be professional and well-kept)
- Shorts or pants
- Black, khaki, brown, gray, navy, or other neutral color
- If a belt loop is present, a belt should be worn
- Shorts length should be at least as long as the finger length when arms are extended at the sides
- Shirts\*
- Collared shirts are preferred
- Plain t-shirt with no logos
- Tucked in at all times
- Long hair pulled back
- Shoes
- Flat-bottomed (must be prepared to run)
- Closed-toe
- Watch with a second hand (to assess vitals)

\*Some clinical sites will issue students collared and/or t-shirts with the school's logo. The student should default to the preceptor on when these should be worn. The student is expected to return any clothing issued to them unless the preceptor says the student may keep the item(s).

### *Non-professional Dress*

- The following shorts or pants are not appropriate:
  - Leggings or yoga pants
  - Sweatpants or wind-suit pants
  - Jeans
  - Running shorts or other athletic shorts

- Cut-off bottoms or holes
- Skirts or dresses
- The following shirts are not appropriate:
  - Tank tops
  - Shirts showing the midriff
  - If a student is given a shirt by a clinical site, they should only use that shirt at that clinical site; do not wear shirts from other schools/teams (college, high school, professional) to another clinical site
- The following shoe types are not appropriate:
  - Open-toed
  - Flip flops or sandals
  - Boots (e.g., UGGs)
  - High heels
- Dangling jewelry (should have no danger of catching or causing injury)
- Tongue and lip jewelry (may interfere with emergency cardiac care)
- Acrylic or fake fingernails (associated with disease transmission)
- Long fingernails (must be suitable for palpation and manual therapy)
- Other clothing deemed inappropriate by the AT faculty and/or preceptor(s)

If a student has a religious or other reason that they cannot follow the dress code, the student should speak with the athletic training program director and director of clinical education to determine appropriate accommodations in conjunction with the institution policies.

### Inclement Weather

At times a student may be at a clinical site where they are required to be outside in rain or cold weather. Students should be prepared and are encouraged to wear rain pants or jackets, rain boots, or cold weather gear, as appropriate.

### Student Identification Badge

The athletic training (AT) student will wear their University of Kansas Medical Center (KUMC) student identification badge (ID) visibly for all activities on- and off-campus unless prohibited by the facility. Additional information about the KUMC ID badge, including replacement if lost, stolen, or damaged, is available on the Public Safety website under [Card Access Info](#).

It is important that the AT student is clearly recognized as a “student” during each clinical education opportunity. The KUMC ID badge is the program preferred mechanism identifying the AT student as a “student” to the patient/client. If prohibited by a facility, the supervising preceptor will inform the student, and AT program, of an alternative mechanism for ensuring each patient/client knows they are a student.

## Emergency Cardiac Care

The athletic training program requires each student to maintain a current Emergency Cardiac Care (ECC) certification throughout the program. The student should carry a copy of their ECC card with them to the clinical facility, as it may be requested by the facility for their records.

The Board of Certification, Inc. outlines courses and requirements that meet the [ECC criteria](#). Some clinical sites may specifically require a current American Heart Association (AHA) Healthcare Provider Basic Life Support card and will not accept other lay person training. Therefore, the athletic training program prefers students to complete the AHA training.

## Fraternization

Students in the athletic training (AT) program should use professional judgement when fraternizing with individuals outside of an educational experience.

Consensual relationships between a student and a professor, supervisor, patient, or other persons at the University of Kansas Medical Center or at a clinical site constitutes (1) conflicts of interest; (2) unprofessional conduct; (3) breach of trust; (4) appearances of impropriety; and (5) questions the validity of consent, any of which impairs the integrity of academic and clinical decisions. Such relationships also have the potential for (1) undermining the atmosphere of trust and objectivity essential to the educational process and clinical education opportunity; (2) exploiting subordinate faculty, staff, employees, or students and the possible professional or academic disadvantage of third parties; and (3) subjecting both the University of Kansas Medical Center, the clinical sites, and the individuals to the risk of liability.

Therefore, the AT program strictly prohibits any type of such relationship as described above whether consensual or not. Violation of this prohibition may result in dismissal from the program. Should such relationships develop, faculty, staff, preceptors, and AT students who become aware of the relationship have the obligation to disclose the existence of the relationship to the AT program director.

Furthermore, a relationship between an AT student and a high school student or minor at any clinical site with whom the AT program has a clinical contract is strictly prohibited during the entire time that the AT student is enrolled in the AT program. Violation of this prohibition may result in dismissal from the program.

For more information view the [University of Kansas Medical Center Relationship Policy](#).

## Matriculation Requirements

Detailed information about the matriculation requirements are available on the [Master of Science in Athletic Training webpage](#) and in the [University of Kansas Academic Catalog](#).

## Professional (Student) Liability Insurance

The University of Kansas Medical Center provides professional liability insurance (malpractice insurance) for all enrolled students during clinical education opportunities (ICE and CE). Enrollment in a clinical

education course is required and the student must be participating in approved activities included in the clinical education course in which the student is enrolled.

### Professional Organizations

A variety of professional organizations exist for athletic training students to participate in professional development and networking opportunities. Participation is not required, but may provide additional resources, opportunities, and discounts for students. Involvement in activities should not compromise classroom or clinical education without prior consent of course instructors and program director. For clinical absence, the preceptor and director of clinical education must give their consent as well.

#### National Athletic Trainers' Association (NATA)

The NATA is the national membership organization for athletic trainers. Membership and available resources may be found on their [website](#). There is a national symposium each summer, information on immersive clinical experiences, and great resources and publications.

#### Mid-America Athletic Trainers' Association (MAATA)

The NATA is broken into 11 districts. Kansas and Missouri are in District 5, the Mid-America Athletic Trainers' Association (MAATA). This encompasses Kansas, Missouri, Oklahoma, Iowa, Nebraska, South Dakota, and North Dakota. Check out the [MAATA website](#) for more information. There are resources on scholarships, the annual meeting (spring of each year), and student organization activities.

#### Kansas Athletic Training Society (KATS)

The Kansas Athletic Trainers' Society is the professional organization for athletic trainers in Kansas. KATS holds a conference in the fall, awards student scholarships, as well as other initiatives. Details are available on the [KATS website](#).

#### Kansas City Athletic Trainers' Society (KCATS)

The Kansas City Athletic Trainers' Society (KCATS) works to advance, encourage, and promote athletic training in the greater Kansas City area. Join the [KCATS Facebook group](#) to learn more and participate in local activities.

### Program Costs

Program costs for the athletic training (AT) program may be found on the [AT Tuition and Costs](#) webpage.

### Social Media

Students in the athletic training program should not post information about patients and students on social media that may violate patient and student privacy. Disclosure of such information may be a violation of federal Health Insurance Portability and Accountability Act (HIPAA) and/or Family Educational Rights and Privacy Act (FERPA) laws. Students must adhere to the University of Kansas Medical Center [regulations on social media](#).

## Student Officers and Committees

As a new program, the athletic training (AT) program has not yet established student officers and/or a student organization. Until such roles are initiated, the AT program will solicit feedback and input from all AT students regarding programmatic topics and departmental student representation.

Students in the initial cohorts are encouraged to propose what the structure should look like. This includes a student organization, organization and/or class officers, etc. The AT program understands this will be an evolving process.

## PTRSAT Teaching Labs and Locker Room

Students may use any of the Physical Therapy, Rehabilitation Science, and Athletic Training (PTRSAT) teaching lab rooms, 1010 SON and 1020 SON, for review sessions or special projects, provided that no one has previously reserved the room. There is an online reservation calendar in outlook - students wishing to reserve a lab room should contact Allison Michel ([amichel@kumc.edu](mailto:amichel@kumc.edu)) for assistance.

The lab rooms are secured with badge entry. *Students using the lab rooms should leave them clean and orderly at all times.* Failure to pick up trash, straighten, and sanitize the room will result in the lab rooms being made unavailable for the remainder of the semester. Do not disturb classes in session. Use of rooms is restricted to educational purposes.

Next to the teaching labs is a PTRSAT Locker Room. Students, along with PTRSAT faculty, graduate teaching assistants, and staff, have access to this room through badge access. Please do not use more than one locker per person. Lockers are not assigned to students; lockers are first-come, first-serve each day. Lockers are intended for daily use, with contents emptied at the end of the day. However, if a student wishes to keep items in a locker overnight, that is their decision to make. Please do not leave food in a locker overnight. It is at the student's discretion whether to lock their locker or not. Locks are not provided by the PTRSAT department; student's must provide their own lock. *Students are responsible for maintaining the safety and security of their personal items, and the PTRSAT department is not responsible for lost or stolen items.*

The University and PTRSAT reserve the right to open lockers at any time, if deemed necessary by the department chair, athletic training program director, or university security.

## Technical Standards

The University of Kansas Medical Center Master of Science in Athletic Training program intends for its graduates to become competent and compassionate health care providers who are capable of entering the profession and meeting all requirements for credentialing as athletic trainers. Students are expected to develop a robust knowledge base and the requisite clinical skills, with the ability to appropriately apply their knowledge and skills, effectively interpret information, and contribute to patient-centered decisions across a broad spectrum of situations and settings related to athletic training.

The following technical standards, in conjunction with the academic standards, are requirements for admission, retention, and graduation. The term "candidate" refers to candidates for admission to the athletic training program as well as current athletic training students who are candidates for retention and graduation. The University of Kansas Medical Center Master of Science in Athletic Training program maintains a strong commitment to equal educational opportunities for qualified students with disabilities who apply for admission to the program or who are already enrolled. The technical standards are not intended to deter any candidate for whom reasonable accommodation will allow the fulfillment of the complete curriculum. Candidates with disabilities are encouraged to contact the *Academic Accommodations Office* at (913) 945-7035 or [cukoko@kumc.edu](mailto:cukoko@kumc.edu) early in the application process to begin a confidential conversation about what accommodations they may need to meet these standards. This process is informed by the knowledge that students with varied types of disabilities have the ability to become successful health professionals.

**Observation:** Candidates must acquire information as presented through demonstrations and experiences in the foundational sciences. Candidates must also:

- Evaluate patients\* accurately and assess their relevant health, behavioral, and medical information.
- Obtain and interpret information through a comprehensive assessment of patients, correctly interpret diagnostic representations of patients' physiologic data, and accurately evaluate patients' conditions and responses.

**Clinical Skills:** Candidates must perform physical examinations and diagnostic maneuvers. These activities require some physical mobility, coordination of both gross and fine motor neuromuscular function, balance, and equilibrium. Candidates must also:

- Provide general care and emergency treatment for patients and respond to emergency situations in a timely manner.
- Meet applicable safety standards for the environment and follow universal precaution procedures.

**Communication:** Candidates must exhibit interpersonal skills to enable effective caregiving of patients/clients. Candidates must also:

- Communicate effectively with all members of a multidisciplinary health care team, patients/clients, and those supporting patients/clients, in person and in writing.
- Clearly and accurately record information and accurately interpret verbal and nonverbal communication.

**Clinical Reasoning:** Candidates must effectively interpret, assimilate, and understand complex information required to function within the athletic training curriculum. Candidates must also:

- Comprehend three-dimensional relationships and understand the spatial relationships of structures.
- Effectively participate in individual, small-group, and lecture learning modalities in the classroom, clinical, and community settings.

- Learn, participate, collaborate, and contribute as a part of a team.
- Synthesize information both in person and via remote technology.
- Interpret causal connections and make accurate, fact-based conclusions based on available data and information.
- Formulate a hypothesis and investigate potential answers and outcomes.
- Reach appropriate and accurate conclusions.

**Judgment:** Candidates must exercise good judgment; promptly complete all responsibilities attendant to the diagnosis and care of patients; and develop mature, sensitive, and effective relationships with patients. Candidates must also:

- Effectively handle and manage heavy workloads, function effectively under stress.
- Adapt to changing environments, display flexibility, and learn to function in the face of the uncertainties inherent in the clinical problems of patients.

**Behavioral and Social Attributes:** Candidates are expected to exhibit professionalism, personal accountability, compassion, integrity, concern for others, and interpersonal skills. Candidates must:

- Accept and apply feedback.
- Respect boundaries.
- Care for all individuals in a respectful and effective manner regardless of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, status as a veteran, sexual orientation, marital status, parental status, gender identity, gender expression, genetic information, or any other protected status.

**Professional Expectations:** Candidates must understand, and function within, the legal and ethical aspects of the practice of athletic training. Candidates must also:

- Maintain and display ethical and moral behaviors commensurate with the role of an athletic trainer in all interactions with patients, faculty, staff, students, and the public.
- Maintain interest and motivation throughout the educational processes.

\*The term “patient” throughout the document, refers to both patients and clients as referenced in the [CAATE Pursuing and Maintaining Accreditation and 2020 Standards for Professional Masters Programs](#).

*Revised by KUMC Office of Student Affairs, Office of General Counsel, Academic Accommodation Services and AT program: 11-2020.*

## Technology Requirements

The University of Kansas Medical Center’s School of Health Professions supports either Windows 10-based computers or Apple/Mac computers. Students are responsible for having a primary computing device that meets the minimum requirements. The following will **not** meet the minimum necessary to complete the required coursework as a primary computing device: iPad, Chromebook, Netbook, Linux-based computer, Android tablet, or any type of smartphone. These non-computer devices are **NOT** allowed for non-proctored remote or online testing.

The athletic training curriculum incorporates the following tasks:

- Accessing and downloading course files (e.g., documents, presentations, videos, etc.)
- Uploading assignment files (e.g., documents, presentations, videos, etc.)
- Taking quizzes and exams
- Posting to discussion boards
- Accessing resources through different browsers
- Taking notes/annotating resources
- Presenting student created files/media through a data projector
  - Our lecture halls and classrooms are equipped with Windows PCs for use by presenters
- Live Blackboard Collaborate sessions
- Use of non-KUMC online learning resources
- Accessing the internet

It is the student's responsibility to maintain a backup of all work. It is strongly suggested student's use an online backup service (e.g., Dropbox, Google Drive, OneDrive) or, at a minimum, use of an external hard drive.

Regardless of the choice of computing platform, minor compatibility issues arise if instructors or peers are using a different platform. Assistance with addressing basic computing is available from [Information Technology and the Jayhawk Tech Clinic](#).

## Venue-Specific Expectations

### Critical Incident Response (Emergency Action Plan)

The athletic training program adheres to the University of Kansas Medical Center (KUMC) policies and procedures for [emergency management and preparedness](#). All personnel (including students) should know the procedures for the various buildings they spend time in. At a minimum, the student should be familiar with the critical incident response procedure for a fire and [tornado](#) for all office, classroom, and laboratory locations.

- Fire: evacuation routes are posted by elevators and/or water fountains on each floor
- [Pre-determined Tornado Shelter Locations](#)

### Emergency Management Updates

#### *RAVE Text Messaging*

Check out [this website](#) to sign-up or update account and ensure emergency-related text messages will be received.

#### *RAVE Guardian*

A [mobile phone app](#) that provides real-time interactive features that create a virtual safety network of friends, family, and Campus Safety, while improving communication across the community.

### *KUMC links*

The following links may be useful for KUMC related information:

- [Emergency Management Department](#)
- [Emergency Communications on Campus](#)
- [Active Shooter or Active Threat](#)
- [Bomb Threat and Suspicious Package](#)
- [Inclement Weather](#)

### Clinical Education Expectation

Orientation of the policies and procedures of each clinical site, and individual venues, must include, but is not limited to, the following areas:

- Critical incident response procedures (i.e., emergency action plans)
- Blood-borne pathogen exposure plan
- Communicable and infectious disease policies
- Documentation policies and procedures
- Patient privacy and confidentiality protections
- Plan for clients/patients to be able to differentiate practitioners from students

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## *Section IV*

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### *Athletic Training Clinical Education*

# Clinical Education

## Overview of Clinical Education Process

A primary goal of the clinical education curriculum is to build competency in generalist athletic training (AT) practice through AT clinical experiences, simulation, and/or supplemental clinical experiences. The AT program, based on the Commission on the Accreditation of Athletic Training Education (CAATE) Standards, will provide AT students with clinical education opportunities that includes, but are not limited to, patients:

- across the lifespan (e.g., pediatric, adolescent, adult)
- of different sexes and/or gender identities
- of different socioeconomic statuses
- of varying levels of physical and/or mental ability
- who participate in sport and non-sport activities (e.g., team/individual sports, occupational, recreational activities, performing arts)
- who have a variety of health conditions (e.g., emergent, primary care, orthopedics, behavioral health, pediatrics, performance enhancement)

AT students will complete AT clinical education opportunities - integrated clinical education (ICE) and clinical experiences (CE) - over the course of the curriculum. Before the AT student begins an ICE or an immersive experience, an in-person or virtual meeting is held to review:

- Course syllabus
- Rules, regulations, and processes in preparation for the clinical education opportunity
  - All information related to each clinical site (e.g., emergency action plans, blood borne pathogen exposure plan, documentation policies) is available through the clinical education database (i.e., EXXAT).
  - Students are expected to review their assigned clinical site documentation [available on the clinical education database (i.e., EXXAT)] prior to beginning at their clinical site.
- Professional behavior and expectations
- Required paperwork
- Site communication
- Assessment training

The AT director of clinical education (DCE) will ensure AT students and clinical sites have all proper documentation prior to the student beginning at the clinical site. Documentation includes:

- For clinical sites:
  - Affiliation agreement or memorandum of understanding
  - Updated policies and procedures, including but not limited to:
    - Venue specific critical incident response policies and procedures (i.e., emergency action plans)
    - Blood-borne pathogen, communicable/infectious disease prevention and post-exposure plan

- Documentation policies and procedures
    - Patient privacy and confidentiality protections
    - Verification of safety check and calibrated therapeutic equipment
  - Verification student has been oriented to the clinical site its policies and procedures
  - Verification of annual preceptor training
  - Verification that preceptor is in good standing with licensing and/or certification board(s), as applicable to their profession
  - Verification of preceptor annual contemporary expertise table update
- For students:
    - Verification of student’s liability insurance
    - Verification of student’s annual blood-borne pathogen training
    - Verification of student’s privacy training (HIPPA and FERPA)
    - Verification of student’s emergency cardiac care training
    - Verification of student’s background check
    - Verification of student’s drug screening
    - Student’s signed technical standard form
    - Any additional documentation required by the site (e.g., verification of immunizations)

### Integrated Clinical Education (ICE)

The AT program provides integrated clinical education (ICE) opportunities that are concurrent to didactic coursework. ICE facilitates the development and translation of professional AT behaviors and practical skills to clinical settings. Students complete ICE at specific identified partnering facilities during four semesters within the AT curriculum. ICE assignments are made each semester by the DCE and are communicated to students at least four weeks prior to the assigned start date. The DCE, in consultation with the preceptor, is responsible for managing the supervision, evaluation, and grading of student performance. Students rotate through designated sites as determined by the DCE. The schedule generally by semester is as follows:

#### Semester 2: ATTR 713 Integrated Clinical Education I

Students enroll in 2 credit hours for the fall semester that includes pediatric sports medicine clinical education opportunities.

#### Semester 3: ATTR 723 Integrated Clinical Education II

Students enroll in 2 credit hours for the spring semester that includes adult sports medicine clinical education opportunities.

#### Semester 4: ATTR 793 Integrated Clinical Education III

Students enroll in 1 credit hour for the summer semester generally, during the month of June (may include performance center/clinic, health clinic, urgent care).

#### Semester 5: ATTR 863 Integrated Clinical Education IV

Students enroll in 1 credit hour for the fall semester and complete a clinical education

opportunity, generally, between October and December.

### Clinical Experience (CE)

To graduate clinically competent ATs, it is important to provide clinical experience (CE) that are immersive in nature and correspond with the student's didactic competence. In accordance with the CAATE standards, immersive opportunities are designed to allow AT students to experience the totality of care provided by ATs during day-to-day and week-to-week operations. Immersive opportunities occur during the summer (semester 4, CE I), fall (semester 5, CE II), and spring (semester 6, CE III) semesters in the second year of the AT program.

Each immersive opportunity is a course (CE I-III) in the overall curriculum. Each course has a syllabus listing goals and objectives and carries credit hours based upon the amount of the time spent in the clinics. The total immersive opportunities spans approximately 28 weeks in the form of three separate courses. The schedule generally by semester is as follows:

#### Semester 4: ATTR 813 Clinical Experience I

Students enroll in 2 credit hours for the summer semester and complete a mini-immersive experience.

#### Semester 5: ATTR 843 Clinical Experience II

Students enroll in 4 credit hours for the fall semester and complete an immersive experience, generally between August and October.

#### Semester 6: ATTR 883 Clinical Experience III

Students enroll in 8 credit hours for the spring semester and complete a semester long immersive experience that includes a clinical site in which the AT student identifies as a future career setting.

### Clinical Education Student Assignments

AT students are assigned to a variety of clinical settings based on their educational needs and interests. **Educational opportunities and clinical placements are not prejudicial or discriminatory.** The AT student to preceptor ratio will not exceed 3 to 1.

The School of Health Professions and Department of Physical Therapy, Rehabilitation Science, and Athletic Training has contractual arrangements with facilities across the United States. Students are provided a list of current clinical sites available in the clinical education database (i.e., EXXAT) and during new student orientation. The AT student may complete a "wish list" of clinical education opportunities and will meet with the DCE to individually discuss the student's clinical education opportunity preferences. The DCE, in conjunction with the program director and faculty, if needed, will make all final decisions about student clinical assignments. The DCE is responsible for maintaining documentation of all students' clinical education opportunities to ensure each student is provided adequate and appropriate clinical education opportunities and ensure integration and synthesis of didactic information. Documentation of all clinical site placements are maintained in the AT student's record.

## COVID-19 Vaccine Status Impact on Student Activities

The University of Kansas Medical Center encourages students to receive the COVID-19 vaccine. The University of Kansas programs will assign students to clinical or other programmatic activities without regard to their [COVID-19 vaccine immunization status](#) unless it is a requirement of the third-party site.

Students may not decline an assignment due to being unvaccinated unless specific accommodations have been requested and granted pursuant to [the Students with Disabilities Policies and Procedures Manual](#) or the [Religious Accommodations Process](#). If a third-party site requires students to be vaccinated to participate in a clinical or programmatic activity, unvaccinated students would be precluded from participating.

## ICE Assignments

The DCE will assign AT students to ICE opportunities. For first year AT students, assignments for the first ICE course will be made during summer semester 1. For all ICE courses, assignments will be made, and students and preceptors notified at least 4 weeks prior to the start.

## CE Assignments

For upcoming second year AT students, a class meeting is held in semester 3 (typically January) to provide students with information about CE opportunities starting in the summer semester (semester 4) and throughout the next year (semester 5 and 6). Students may submit a “wish list” on EXXAT by March 1. Students are matched to clinical sites by the DCE. The DCE, in conjunction with the program director and faculty, if needed, will make all final decisions about clinical experience assignments. An individual email is sent for the semester to all students and preceptors. Clinical experience assignments are made a minimum of 6-8 weeks prior to the start, to allow for adequate planning.

## Travel and Expense Expectations

Due to the requirements of clinical practice in rural Kansas and in a variety of settings that are not always available in the local region, students may need to travel outside the metropolitan area. In the case of immersive experiences, students may choose to travel outside Kansas or Missouri. Students must understand the additional responsibilities and obligations that are required during clinical education opportunities. These responsibilities include provision for reliable transportation, living expenses (housing, meals, etc.) and other potential expenses like meeting the dress code or additional background checks and drug screenings. Financial aid planning should include an expense budget for clinical education opportunities. The estimated cost may vary significantly from student to student and between experiences. Students are responsible for their own transportation and living arrangements related to clinical experiences unless otherwise supported by the clinical facility.

## Supervision of Clinical Education

When an AT student is completing an ICE or CE the AT student must be supervised by a preceptor who is certified and credentialed to practice as an AT or physician in the state. Preceptors will have at least one year of clinical practice before undertaking the supervision of AT students. All preceptors are expected to supervise, instruct, and mentor AT students.

Preceptors assume responsibilities as agreed to between the university and the clinical site. The responsibilities of academic faculty and preceptors must be clearly understood by both parties to facilitate appropriate, meaningful learning experiences for students. The DCE is responsible for providing preceptors with adequate information about the AT student's knowledge and expertise at the time the student is scheduled to be at the clinical site. Preceptors are expected to assign patients and clinical tasks to AT students according to the level of the student's knowledge and skills. The preceptor is responsible for evaluating the student's performance using the assessment tool(s) provided by the AT program.

Preceptors will assess the student's ability to practice in the clinical setting safely, responsibly, and professionally. If a preceptor determines the student is unable to meet these criteria, the preceptor may relieve the AT student as necessary and immediately notify the DCE. Efforts are made to encourage the preceptor to notify the DCE of student problems as they occur, rather than at the end of a clinical education opportunity (e.g., ICE or CE), so that remediation strategies may be instituted in time to be of benefit to the student. The DCE will meet with the preceptor and student to determine an appropriate approach to correct the problem(s). If the problem can be corrected, the AT student will be allowed to resume the clinical experience. If the problem cannot be resolved to the satisfaction of the clinical site/preceptor, student, and AT program/university, the student will be removed from the clinical site. Documentation of meetings will be placed in the student's online record. Remediation of any clinical education component is determined at the discretion of the DCE in consultation with the preceptor, program director, and/or PTRSAT department chair, as appropriate. At any time, either the clinical site/preceptor or the AT program may decide to remove the student from the clinical site.

### Grading and Student Evaluation of Clinical Education

ICE and CE courses are graded using a combination of a traditional grading scale (A, B, C, D, F, I) for ICE I-IV and pass/fail (satisfactory/unsatisfactory) for CE I-III and is the sole responsibility of the DCE.

Satisfactory completion is based on the specific criteria outlined in the syllabus for each clinical education course and the associated clinical education opportunities including:

- Materials submitted by students for fulfillment of the requirements of the clinical education course (e.g., prerequisite documentation, clinical documentation, self-assessments, student goals, student evaluation of clinical experience, student evaluation of preceptor, reflection papers).
- Preceptor(s) assessment of the student's performance (evaluation form) including objective assessments and supporting feedback, and additional documentation such as anecdotal records and/or action plans.
- Consultation with student, preceptor, and DCE during and/or following the clinical education opportunity. Clarification is pursued for disparate assessments and feedback, incomplete or non-descript assessments, and/or scoring below performance expectations for the student's level in the program.
- Absence of critical, problematic, or repetitive deficiencies/events.

Each ICE and CE course syllabus is available on EXXAT and on Blackboard (program learning management system) in the class folder. Course syllabi outline student performance expectations,

grading criteria, and professional behavior standards. Within the first week of beginning each clinical experience (ICE or CE), AT students are prompted by the DCE to submit all required information related to orientation for their clinical site through the clinical education database (i.e., EXXAT). This includes but is not limited to the following:

- Student Affiliation Profile (ensure profile is current and updated)
- Student Orientation Checklist

The DCE reviews all student performance evaluations during the midterm timeframe and arranges site visits, as needed, for student issues and clinical program evaluation (routine site visits). Following the completion of each ICE or CE, students submit course requirements (per syllabus) and the DCE checks for the submission of student requirements. When the student completes the clinical experience, the DCE analyzes the scoring of the grading instrument, the preceptor feedback and discussion with the student and/or preceptor (if needed) to determine the student's performance level. This, in addition to the successful completion of any syllabus assignments determines the student's grade. If there are questions about the grade assigned, changes will be determined by the DCE after discussion with the student and/or the preceptor. Any further determination will be referred according to department policy.

### Supplemental Clinical Experience

AT students may obtain supplemental clinical experience from any healthcare provider (non-AT or non-physician). These opportunities do not fulfill the requirements for AT clinical experience related to the core competencies, as defined by CAATE. Supplemental clinical experience can be used to facilitate multi-disciplinary or interprofessional approaches to patient care. Examples of supplemental clinical experience may include, but are not limited to, experiences with emergency medical technicians, strength and conditioning specialists, nutritionists, chiropractors, nurse practitioners, occupational therapists, or physical therapists.

### Attendance and Absences

As part of the professional education process for AT students, prompt, regular attendance is expected during clinical education opportunities. Students must arrive at all clinical education opportunities on time and prepared. The student must adhere to the schedule, established in conjunction with the program and preceptor, at all times.

### Excused Absences

All absences must be requested using the absence request form and submitted on EXXAT. Excused absences must be arranged and approved in advance by the DCE and the preceptor at the clinical site. During ICE, students will be expected to arrange make up time for any sessions missed. During immersive CE, if the student has an excused absence, the student and preceptor will make a plan for additional hours either by extended day or weekend hours. It is at the discretion of the clinical site whether this is acceptable. Students are strongly discouraged from absences during an immersive CE, including time off for job interviews.

In general, a student may be allowed up to three days of excused absence per semester for unanticipated absences including sick days, immediate family funeral leave, or facility closure. **Vacation time or interview time is NOT considered an excused absence.** The excused absence time may need to be made up if the student requires the clinical time to meet performance expectations. It is standard that students attempt to make up any time missed.

In the event of illness, the student must notify the preceptor and DCE as soon as possible. If an illness or excused absence necessitates more than one day away from the clinical site, it is the responsibility of the student to notify the DCE as to the nature of the illness. If a student is absent for three consecutive clinical days due to illness, upon returning they must provide written assurance from a physician that they are capable of returning to assigned duties. A copy of the physician's note must be furnished to the student's preceptor and to the DCE. It is at the discretion of the DCE in concert with the preceptor as to how the missed clinical experience will be made up. In the case of prolonged absence, the clinical experience may be ended, and the student will receive an incomplete (I) for the class. A leave of absence may be sought by the student and remediation may be allowed depending on the circumstances (see Clinical Readiness after Leave of Absence below).

### Unexcused Absences

Unexcused absences occur when the student has either failed to notify their preceptor of illness or failed to obtain permission from the preceptor prior to the absence. Any unexcused absence must be reported to the DCE by the student and preceptor immediately. More than one unexcused absence during a clinical block or opportunity, may impact the student's grade for the semester and subsequent standing in the program.

### Tardiness

If the student is unavoidably tardy, they should notify the preceptor by telephone of the reason for the lateness. Even tardiness of a few minutes should be reported to the preceptor immediately upon arrival. The student must also report the tardiness to the DCE within 24 hours. The preceptor must report more than one episode of tardiness or leaving the facility early to the DCE for action by the athletic training faculty. Reported tardiness or leaving the facility early will not be tolerated and may impact the student's grade for the semester and subsequent standing in the program.

### Clinical Readiness after Leave of Absence

If any student is approved to take a leave of absence (LOA) for a semester during the year prior to enrollment in immersive clinical experiences, a plan will be established upon return from the LOA to encourage student readiness for immersive experiences. This plan will be developed on a case-by-case basis through discussion among the athletic training faculty with input from the student. Strategies to encourage student readiness may include participation in departmental clinical activities, auditing of previously taken clinical courses, review and/or taking of comprehensive examinations, targeted learning conversations, clinical simulations, and/or other identified strategies. The developed plan will be communicated in writing via a learning contract that is signed by the student. Students will be required to satisfactorily complete, as determined by the athletic training faculty, all activities prior to enrollment in the immersive clinical experience courses.

Per the policy of the Office of Graduate Studies, three is the maximum numbers of semesters (or one year), including the summer semester, for a single LOA request. In extenuating circumstances, LOA

requests for additional semesters will be considered on a case-by-case basis. In no circumstances will more than two years of consecutive LOA requests be approved.

## Clinical Education and Faculty Evaluations

### AT Program Evaluation of Clinical Site

The AT program maintains routine contact with clinical sites and preceptors actively involved with AT student education. The DCE stays informed of the performance of the student by site visit, phone, and/or electronic communication with the preceptor while the AT student is at the clinical site. Clinical site visits are utilized to observe AT students during the clinical experience and allow AT faculty to become acquainted with the procedures and current practices of preceptors who supervise, educate, and mentor AT students. Clinical site visits also provide an opportunity to perform clinical education program evaluation and to develop relationships between the preceptors, clinic staff, University of Kansas Medical Center, and/or community partners. Site visits are primarily conducted by the DCE but may be conducted by another member of the AT faculty. Clinical site evaluation for active clinical sites takes place annually. An evaluation form is completed and recorded in EXXAT, and the clinical site database is updated.

### Student Evaluation of Clinical Education

Student evaluations of the preceptor/clinical site are completed at the end of each clinical education opportunity. For all active preceptor/clinical sites, evaluation feedback is sent annually. Preceptor/clinical site evaluations are maintained within EXXAT. Any student rating a clinical education opportunity as poor or needing improvement prompts the DCE to follow up with the student and/or preceptor(s). Students are encouraged to contact the DCE at any time to discuss any concerns about a clinical site or preceptor.

Students will complete an evaluation of the AT program's clinical education process and of the DCE at the completion of their final CE, which is usually done during the exit interview. Information gathered is used for clinical education program development and faculty development.

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## *Section V*

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### *Forms*

## Student Statement of Confidentiality Form

### UNIVERSITY OF KANSAS – SCHOOL OF HEALTH PROFESSIONS STUDENT STATEMENT OF CONFIDENTIALITY

Patients are entitled to confidentiality with regard to their medical and personal information. The right to confidentiality of medical information is protected by state law and by federal privacy regulations known as the Health Insurance Portability and Accountability Act (“HIPAA”). Those regulations specify substantial penalties for breach of patient confidentiality.

1. All patient medical and personal information is confidential information, regardless of the educational or clinical setting, and must be held in strict confidence. This confidential information must not become casual conversation anywhere in or out of a clinical facility or other health care site. Information may be shared only with health care providers, supervising faculty, hospital or clinic employees, and students involved in providing care or services to the patient or involved in approved research projects who have a valid need to know the information.
2. Under strict circumstances, upon receipt of a properly executed medical authorization from the patient, or upon receipt of a subpoena, medical information may be released to a requesting party. Inquiries regarding the appropriateness of an authorization or subpoena should be directed to the clinical facility’s legal or medical records department.
3. Clinical facility information system user codes/passwords are confidential. Only the individual to whom the code/password is issued should know the code. No one may attempt to obtain access through the computer system to information that he or she is not authorized to view or receive. If you are aware that another individual knows your code/password, it is your responsibility to request a new user code/password.
4. If a violation of this policy occurs or is suspected, immediately report the violation to your supervising faculty.
5. Violations of this policy will result in disciplinary action up to and including termination from the program. Intentional misuse of protected health information could also subject an individual to civil and criminal penalties.

I (Student), \_\_\_\_\_, acknowledge receipt of this Statement of Confidentiality. I have read the policy and agree to abide by its terms and requirements during my clinical learning experience and other clinical training assignments.

Student’s Signature: \_\_\_\_\_

Date: \_\_\_\_\_

*Source: University of Kansas School of Health Professions, Clinical Student Affiliation Agreement, Appendix B (v. 03-2021)*

## Student Acknowledgement Form

By signing this form, I am acknowledging the following:

- I have received a copy (electronically) of the University of Kansas Medical Center Athletic Training Student Handbook (AT Student Handbook).
- I have read and understand the information provided in the AT Student Handbook including the University of Kansas Medical Center (KUMC), KUMC Graduate School, School of Health Professions (SHP), and AT program (including respective clinical site) policies and procedures that govern each student.
- I have had an opportunity to ask questions or clarify any of the information contained in the AT Student Handbook.
- I agree to the guidelines set forth both academically and clinically in the AT Student Handbook.
- I agree to abide by the NATA Code of Ethics and the BOC Standards of Professional Practice.
- I agree to represent the University of Kansas and the AT Program in a mature and professional manner.
- I agree to notify the AT program director (in writing) of changes that may affect my ability to comply with requirements and guidelines outlined in this document.

A breach of any University of Kansas, University of Kansas Medical Center, School of Health Professions, Department of Physical Therapy, Rehabilitation Science, and Athletic Training, or AT Program policy will result in disciplinary action and may result in dismissal from the AT Program.

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Student's Name (please print legibly)

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Student's Signature

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Date

Please submit signed acknowledgement to Allison Michel ([amichel@kumc.edu](mailto:amichel@kumc.edu)) to be kept on file in the Department of Physical Therapy, Rehabilitation Science, and Athletic Training.

## Master of Science in Athletic Training

### TECHNICAL STANDARDS ACKNOWLEDGMENT

I have reviewed and understand the requirements set forth in the Technical Standards for admission to, continuation in, and graduation from the Master of Science in Athletic Training (MSAT) Program. To my knowledge, I can meet the requirements set forth in the Technical Standards with or without accommodation. I understand that it is the responsibility of candidates needing accommodation to register with and provide documentation of their disability and specific functional limitations to the *Academic Accommodations Office, (913) 945-7035* or [cukoko@kumc.edu](mailto:cukoko@kumc.edu). Candidates are encouraged to engage in this process early, in advance of new student orientation and the start of classes. *The Students with Disabilities Policies and Procedures Manual* contains additional information related to academic accommodations and is available at: <https://kumc-publicpoliciesandprocedures.policystat.com/policy/6321369/latest/>.

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Signature

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Date

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Print Name

*Revised by KUMC Office of Student Affairs, Office of General Counsel, Academic Accommodation Services and MSAT program: 11-2020.*

## AT Program Grievance Form

### Instructions:

This form is to be used to submit a grievance a student has been unable to satisfactorily resolve with individual(s) involved with the KU Medical Center AT program (e.g., faculty, staff, preceptor, or others involved). Please fully complete the form so that your grievance can be processed.

Date: Click or tap to enter a date.

Student Email Address: Click or tap here to enter text.

Student First Name: Click or tap here to enter text.

Student Last Name: Click or tap here to enter text.

Student ID#: Click or tap here to enter text.

Semester in Program: Click or tap here to enter text.

Date of Incident / Situation: Click or tap here to enter text.

Location of Incident / Situation: Click or tap here to enter text.

If this is a grievance against a specific person(s), please list their names and credentials:  
Click or tap here to enter text.

What academic policy, university policy, or student right do you allege has been violated?  
Click or tap here to enter text.

Explain your grievance (Provide complete details and dates; Present facts)  
Click or tap here to enter text.

What attempts have you made to resolve this grievance up to this point? (Provide who you contacted and what happened.)  
Click or tap here to enter text.

What resolution would you consider fair?  
Choose an item.

If other, please explain: Click or tap here to enter text.

Is there any additional information you want to provide?  
Click or tap here to enter text.

Is there any person who you do not want to be told of your grievance? (Keep in mind that it may be difficult to resolve if those involved cannot be asked to explain or respond.)  
Click or tap here to enter text.

***NOTE: RETALIATION AGAINST A STUDENT FOR MAKING A GRIEVANCE IS ABSOLUTELY PROHIBITED AND WILL BE CONSIDERED A SERIOUS VIOLATION OF PROFESSIONAL RESPONSIBILITY.***

I hereby certify that the above information is true and correct to the best of my knowledge and belief. I grant permission for this complaint to be forwarded to the Director of Clinical Education and other program/university individuals, as needed, for the purpose of investigation and response.

ALL INFORMATION PROVIDED ON THIS FORM ARE CONFIDENTIAL UNTIL DISCLOSURE BECOMES NECESSARY TO PROCEED WITH RESOLUTION OF THE GRIEVANCE.