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“By what may be called the natural method of teaching, the student begins with the patient, continues with the patient, and ends his studies with the patient, using books and lectures as tools, as means to an end”
– Sir William Osler
Introduction

Welcome to the University of Montana Athletic Training Education Program. The UM Athletic Training Education Program strives to provide its students with diverse opportunities to gain clinical experience. The Approved Clinical Instructor plays a crucial role in facilitating these opportunities for our athletic training students.

Purpose

The purpose of this manual is to provide the Clinical Instructor with information, guidelines and policies for academic and clinical experiences of the athletic training student. Policies and procedures are provided to not only instruct the Clinical Instructor in proper procedures but also to maintain consistency and assure the health and safety of student-athletes or other patients with whom the athletic training student may be working. The policies and procedures outlined in this manual will serve as a guideline for dealing with any situations that may arise.

Mission Statement

The mission of the University of Montana Undergraduate Athletic Training Education Program is to provide a comprehensive, progressive educational and clinical foundation to prepare the multi-skilled professional for a career in athletic training. The educational program encompasses current research and formal instruction in the prevention, recognition, evaluation and rehabilitation of the physically active. Upon successful completion of this program, the student will be eligible to sit for the BOC examination.

Goals:

1. The program seeks to provide an effective and interactive learning environment for students wishing to pursue a career in athletic training.
2. The program seeks to develop the critical thinking, decision-making, and communication skills necessary for success in athletic training, allied health care, and a broader spectrum of professions in today’s society.
3. The program desires to expose students to hands-on experiences, clinical settings, and professionals representing a wide range of allied and medical health care professions.
4. The program works to provide a foundation for success predicated on both a didactic and clinical knowledge base.
5. The faculty, clinical athletic trainers, and athletic training students strive to create an environment consistent with quality heath care for the athletes/patients in the clinical setting while achieving the educational goals of the student and the program.
Objectives
1. Graduates will be prepared for an entry-level position in athletic training in a variety of settings with a wide range of athletic populations.
2. Graduates of the Athletic Training Education Program will be able to demonstrate specific knowledge in the field of athletic training as demonstrated by passing the Board of Certification Examination.
3. Graduates of the Athletic Training Education Program will be recognized as prepared for an entry-level position or advanced study in athletic training by external constituencies, program faculty, potential employers and self-evaluation.
4. Graduates of the Athletic Training Education Program will find ready employment in the field.

Approved Clinical Instructor:
An Approved Clinical Instructor (ACI) is a BOC Certified Athletic Trainer with a minimum of one year work experience as an athletic trainer, who has completed clinical instructor training. BOC Certified Athletic Trainers who wish to be an ACI (e.g. graduate assistant) but who have less than one year experience must be supervised by a more experienced ACI. An ACI:
1. Provides instruction and/or evaluation of the Athletic Training Educational Competencies,
2. Provides assessment of athletic training students’ clinical proficiency
3. Has regular communication with the appropriate ATEP administrator, and
4. Demonstrates understanding of and compliance with the policies and procedures of the ATEP.

Clinical Instructor:
A Clinical Instructor (CI) is an BOC Certified Athletic Trainer or other qualified health care professional with a minimum of one year of work experience in his/her respective academic or clinical area. Clinical instructors teach, evaluate, and supervise athletic training students in the clinical experiences. A clinical instructor is not charged with the final formal evaluation of athletic training students’ integration of clinical proficiencies. A clinical instructor may also be an ACI. A CI:
1. Supervises the students during clinical and/or field experiences,
2. Has regular communication with the appropriate ATEP administrator, and
3. Demonstrates understanding of, and compliance, with the policies and procedures of the ATEP.

Expectations of the Approved Clinical Instructor (ACI) and Clinical Instructor (CI):
The following is a list of expectations that are required of Approved Clinical Instructors/Clinical Instructors that are working as affiliates of the University of Montana Athletic Training Education Program. All expectations must be met in order for students to be able to complete clinical education hours at the clinical site.

- A current affiliation site agreement contract must be on file with the Program Director (Appendix A)
- Clinical Instructors must attend and complete an Approved Clinical Instructors workshop every three years
The following must be kept on file with the UM Athletic Training Education Program Director and updated on a yearly basis:

- A current vita form A-1 (Appendix A)
- NATA Certification number
- A current copy of Montana Athletic Training License
- A current copy of BOC card verifying that the CI is in good standing
- Modality safety checks for modalities at clinical site
- List of equipment available to students (rehab, modalities, emergency)
- Emergency Action Plan for clinical site

ACI’s must also comply with the following:

- Completes and returns student evaluation forms by assigned dates
- Provide instruction and evaluation of the Athletic Training Educational Clinical Proficiencies as needed

Clinical instructors are held to all expectations except attending the mandatory ACI training and providing final evaluation on the individual clinical proficiencies. Clinical instructors will however be expected to evaluate the performance of the athletic training student in clinical experience.

Failure to meet these expectations may result in removal of the athletic training students from the clinical site.

**Clinical Instructors Certified Less than One Year**

In some instances, a clinical instructor may be a newly certified athletic trainer (as is the case with graduate assistants) and have students assigned to him/her. In this instance, the newly certified clinical instructor will be supervised by a clinical instructor who has been certified for at least three years. The Clinical Director will also coordinate a meeting with the new clinical instructors at least once a semester to determine his/her progress as a clinical instructor.
THE UNIVERSITY OF MONTANA
Bachelor of Science (BS) in Athletic Training, Major in Athletic Training

Athletic Training Education Program Requirements:

In order to be admitted to the Athletic Training major, students must participate in a selective admissions procedure. Enrollment in the program is limited and students can only enter during the fall session of each academic year. In addition to being admitted to the University of Montana, students must also apply directly to the Department of Health and Human Performance before October 1st for priority admission consideration into the Athletic Training Major.

1. Admission Criteria: Student’s must …
   a. Be admitted to the University of Montana
   b. Complete the pre-professional requirements and coursework
   c. Complete the University of Montana Writing Proficiency Assessment
   d. Meet the technical standards for admission or show potential for accomplished tasks.
   e. Achieve a minimum cumulative GPA of 2.75.
   f. Achieve a minimum grade of C in all required courses.
   g. Obtain background check and fingerprints (see Program Director)
   h. Complete the General Education Requirements of the University (27 cr. Hrs.)
      - See the University General Education Requirements section of the catalog
      * Denotes prerequisite courses that complete General Education Requirements
   i. Complete the following prerequisites or an equivalent with at least a “C”:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRIT 101</td>
<td>Composition</td>
<td>3</td>
</tr>
<tr>
<td>CHMY 121N</td>
<td>General and Inorganic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>HHP 181</td>
<td>Foundations of HHP</td>
<td>3</td>
</tr>
<tr>
<td>HHP 184</td>
<td>Personal Health and Wellness</td>
<td>3</td>
</tr>
<tr>
<td>HHP 226</td>
<td>Basic Exercise Prescription</td>
<td>3</td>
</tr>
<tr>
<td>BIOM 250N</td>
<td>Elementary Medical Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>COMM 111A</td>
<td>Intro to Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>CHMY 123N</td>
<td>Organic and Biological Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>MATH 115</td>
<td>Probability and Linear Math</td>
<td>3</td>
</tr>
<tr>
<td>BIOH 201N</td>
<td>Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIOH 211N</td>
<td>Anatomy and Physiology II</td>
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<tr>
<td>WRIT 222</td>
<td>Technical Writing</td>
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<tr>
<td>PSYX100S</td>
<td>Intro to Psychology</td>
<td>4</td>
</tr>
<tr>
<td>HHP 240</td>
<td>Prev and Care of Athletic Inj</td>
<td>2</td>
</tr>
<tr>
<td>HHP 241</td>
<td>Prev and Care of Athletic Inj Lab</td>
<td>1</td>
</tr>
<tr>
<td>PHAR 110N</td>
<td>Use and Abuse of Drugs</td>
<td>3</td>
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</table>

   j. Obtain first aid and CPR certification
   k. Submit a completed Athletic Training Application by October 1st
   l. Complete an interview by invitation.

6
Retention Standards (Appendix A):

As a student associated with the Athletic Training Education Program you must...

- enroll as a full-time student (some exceptions allowed as approved by Program Director).
- maintain a cumulative grade point average of 2.75 or higher.
- achieve a “C” or better in all Athletic Training Core courses.
- achieve satisfactory evaluations in each Clinical Phase before progressing.
- successfully complete coursework in the sequence indicated by the program of study unless approved by Athletic Training Program Director.
- abide by the Code of Ethics of the University and those established by the National Athletic Trainers’ Association.
- obtain Hepatitis B vaccination or sign a waiver prior to clinical experiences.
- show proof of passing a medical physical exam from an approved physician.
- maintain CPR and First-aid certification.

Students proceed through the program in cohorts and are required to complete all the required courses each semester with a grade of “C” or better in order to progress to the next semester. Students who do not complete the requirements will be placed on probation and must re-take the course. Failure to attain a “C” or better the second time will result in the student being dismissed from the program. Students must maintain a 2.75 overall or will be placed on probation in the program. Two consecutive semesters on probation may result in the student being dismissed from the program.

Academic Plan

The following is a sample course progression students may follow before applying for Athletic Training Program:

**FIRST YEAR – AUTUMN**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<td>Foundations of HHP</td>
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<td>HHP 226</td>
<td>Basic Exercise Prescription</td>
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**Total Credits** 15
**FIRST YEAR – SPRING**

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<tr>
<td>COMM 111A</td>
<td>Intro to Public Speaking</td>
<td>3</td>
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<td>CHMY 123N</td>
<td>Organic and Biological Chemistry</td>
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<td>Personal Health and Wellness</td>
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**SECOND YEAR- AUTUMN**

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<td>WRIT 222</td>
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<tr>
<td>PSYX 100S</td>
<td>Intro to Psychology</td>
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<tr>
<td>HHP 240</td>
<td>Prev and Care of Athletic Inj</td>
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<tr>
<td>HHP 241</td>
<td>Prev and Care of Athletic Inj Lab</td>
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<tr>
<td></td>
<td>General Education Requirement</td>
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<tr>
<td></td>
<td><strong>Total Credits</strong></td>
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*Completion of the above sequence does not automatically admit students into the Athletic Training Education Program.*

**Athletic Training Professional Track Sequence**

**SECOND YEAR – SPRING**

<table>
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<th>Credits</th>
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<td>HHP 242</td>
<td>Clinical Orientation in AT</td>
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</tr>
<tr>
<td>BIOH211N</td>
<td>Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>PHAR 110N</td>
<td>Use and Abuse of Drugs</td>
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<tr>
<td>STAT 216</td>
<td>Statistics</td>
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<td>General Education Requirement</td>
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**THIRD YEAR – AUTUMN**

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<td>HHP 334</td>
<td>Techniques in AT</td>
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</tr>
<tr>
<td>HHP 340</td>
<td>Practicum in Athletic Training I</td>
<td>3</td>
</tr>
<tr>
<td>HHP 342</td>
<td>Assessment LEXT</td>
<td>2</td>
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<tr>
<td>HHP 343</td>
<td>Assessment LEXT Lab</td>
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</tr>
<tr>
<td>HHP 366</td>
<td>Therapeutic Modalities</td>
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</tr>
<tr>
<td>HHP 367</td>
<td>Therapeutic Modalities Lab</td>
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<tr>
<td>HHP 368</td>
<td>Applied Anatomy and Kinesiology</td>
<td>3</td>
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<td>HHP 369</td>
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**THIRD YEAR – SPRING**

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<tbody>
<tr>
<td>HHP 341</td>
<td>Practicum in Athletic Training II</td>
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<tr>
<td>HHP 344</td>
<td>Assessment UEXT</td>
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<tr>
<td>HHP 345</td>
<td>Assessment UEXT Lab</td>
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</tr>
<tr>
<td>Course Code</td>
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<td>Credits</td>
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<tr>
<td>------------</td>
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<td>HHP 377</td>
<td>Physiology of Exercise</td>
<td>3</td>
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<tr>
<td>HHP 378</td>
<td>Physiology of Exercise Lab</td>
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</tr>
<tr>
<td>HHP 372</td>
<td>Rehab of Athletic Injuries</td>
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<tr>
<td>HHP 373</td>
<td>Rehab of Athletic Injuries Lab</td>
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<tr>
<td>HHP 384</td>
<td>Motor Control &amp; Learning</td>
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<tr>
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**FOURTH YEAR- AUTUMN**

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<tr>
<td>HHP 401</td>
<td>Assmt Thorax/Spine Gen Med</td>
<td>2</td>
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<tr>
<td>HHP 402</td>
<td>Assmt Thorax/Spine Gen Med Lab</td>
<td>1</td>
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<tr>
<td>HHP 411</td>
<td>Advanced Practicum Athletic Training I</td>
<td>3</td>
</tr>
<tr>
<td>HHP 446</td>
<td>Nutrition for Sport</td>
<td>3</td>
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<tr>
<td>HHP 475E</td>
<td>Legal &amp; Ethical Issues in Hlth &amp; Ex Prof</td>
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**FOURTH YEAR- SPRING**

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<td>Advanced Practicum Athletic Training II</td>
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<tr>
<td>HHP 460</td>
<td>Biomechanics</td>
<td>3</td>
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<tr>
<td>HHP 478</td>
<td>Athletic Training Admin &amp; Policy</td>
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<tr>
<td>HHP 479</td>
<td>Sports Medicine</td>
<td>2</td>
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<td>HHP 485</td>
<td>Theories Health Behavior Counseling</td>
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<td>General Education Requirement/Electives</td>
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<td></td>
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</table>

**Please Note:**

HHP 242, 334, 340, 341, 411, 412 each require clinical education at various sites. HHP 242 requires 100 hours of clinical education, HHP 334 requires 50, HHP 340 and 411 require 250, and HHP 341 and 412 require 200 hours, for a total of 1050 clinical education hours. Students should be aware that this is a considerable time commitment and should plan accordingly. Students may be expected to accumulate more hours each semester in some rotations due to the demands of the particular rotation.

Students must also be available nights and weekends for clinical assignments.

There will be additional costs (above tuition and fees) for the clinical rotations. Costs may include, but are not limited to immunizations, fanny packs, shirts, and professional association fees. Transportation is needed for all off-campus clinical sites. Each student will have a minimum of one off-campus site.

(Course descriptions may be found in Appendix B)
Clinical Education Glossary of Terms

Approved Clinical Instructor (ACI): BOC Certified Athletic Trainer with a minimum of one year of work experience as an athletic trainer, and who has completed Approved Clinical Instructor training. An ACI provides formal instruction and evaluation of clinical proficiencies in classroom, laboratory, and/or clinical education experiences.

Clinical Education: The portion of the athletic training program that is conducted in the primary University Sports Medicine facilities and secondary affiliated health care environments rather than the academic environment. This represents the students’ formal acquisition, practice, and ACI evaluation of clinical proficiencies.

Clinical Education Agreement (Affiliation Agreement): A legal contract that is negotiated between an academic institution and clinical sites that specifies each parties’ roles, responsibilities, and liabilities relative to student clinical education.

Clinical Director: Individual who is responsible for managing and coordinating the clinical education program at the academic institution including facilitating clinical site and clinical instructor development. This person is also responsible for coordinating student placements, communicating with clinical educators about the academic program and student performance, and maintaining current information on clinical sites.

Clinical Education Experience: That aspect of the curriculum where students’ learning occurs directly as a function of being immersed within a facility involved in the managed care of the physically active individual or sports team. These experiences comprise all of the formal and practical “real-life” learning experiences provided for students to apply classroom knowledge, skills, and professional behaviors in the clinical environment.

Clinical Educator: Includes all individuals who participate in providing student clinical education experiences in the clinical practice environment.

Clinical Instructor (CI): Individual(s) at the clinical sites who directly instruct and supervise students during their conical learning experiences. These individuals are responsible for facilitating clinical learning experiences and assessing students’ performance in cognitive, psychomotor, and affective domains as related to entry-level clinical practice and academic and clinical performance expectations of athletic trainers.

Clinical Site Supervisor: Individual who administers, manages, coordinates Clinical Instructor assignments, and learning activities for students during clinical education experiences. In addition, this person determines the readiness of persons to serve as clinical instructors for students, supervises clinical instructors in the delivery of clinical education experiences, communicates with the academic program regarding student performance, and provides essential information about the clinical education program to the University Athletic Training Program.

Collaboration: To work together, especially in the management of athlete/patient care.

Collaborative Learning: A teaching technique used with the adult learner to encourage joint problem solving and cooperation among students and the instructor. Students are actively involved in teaching each other.

Competence: Possessing the requisite knowledge, abilities, and qualities to be an athletic trainer.

Direct Supervision: This applies to instruction and evaluation of the clinical proficiencies by an ACI. Constant visual and auditory interaction between the student and the ACI must be maintained. If the ACI is not present, the student shall act as a first responder.

Entry-level: The initial point of entry into the practice of athletic training characterized by successful completion of an accredited professional education program and the successful completion of the National Athletic Trainers’ Association certification examination and subsequent state regulatory practice examination.

Learning over Time: Documented continuous process of skill acquisition, progression, and student reflection. This involves progression through the cognitive, psychomotor, and affective domains in different environments.
Evidence Based Medicine (EBM)

What is it?
Integration of best research evidence with clinical expertise and patient values to make clinical decisions (Sackett, et al,1996). The foremost reason for using EBM is to improve the care delivered to patients. EBM provides clinicians with tools for finding evidence and analyzing the quality of that evidence to make informed decisions about patient care. EBM promotes critical thinking in the clinician and requires open-mindedness to look for and try new methods scientifically supported by the literature.

How to practice EBM: 5 Steps for incorporating EBM into clinical practice

1. **Define clinically relevant questions:** clinical questions must be formulated in such a way that the search for answers will lead to helpful results. To pose a clear question, the clinician must include these four components: 1) patient population, 2) intervention/treatment, 3) a comparison group, and 4) outcome of interest

2. **Search for the best evidence:** Establishing a set of criteria for article selection will ease the search (ie, only articles in the past 5 years); MEDLINE, PubMed, SPORT Discus, Cochrane Library, Best Evidence, UptoDate, etc

3. **Critically Appraise the Evidence:** This involves rating the quality of the article and applying statistical results to clinical practice. Examining likelihood ratios, numbers needed to treat, and confidence intervals are other ways of presenting clinically relevant significance rather than just the traditional P values for significance.

4. **Applying the Evidence:** Integrate the information discovered into practice

5. **Evaluate the Performance of EBM:** Use critical thinking skills to determine if the outcome worked and if the process of EBM worked. As with any skill, this takes time and practice.


UMATEP Clinical Education Plan

Clinical Education Plan:

The clinical education component of the UM ATEP is designed to provide “real life” learning experiences for students following classroom and laboratory competence. The clinical experiences are encompassed within four educational courses totaling 15 credit hours (HHP 242, 334, 340, 341, 411, 412). Within each course, students are assigned to supervising clinical instructors (CI) or approved clinical instructors (ACI) on the campus of the University of Montana as well as to those working at off-campus affiliated sites.

All aspects of the clinical experience emphasize cooperative and collaborative learning among students as well as directed practical applications from a certified athletic trainer. Responsibilities of the athletic training student are determined on an individual basis, incorporating his/her success in the didactic program component as well as his/her clinical competence. An agreement is formed between the student, Athletic Training Education Program, and clinical affiliates defining the learning opportunities provided at each facility, the
projected outcomes of each experience, and the evaluative procedures used to determine the effectiveness of the experience.

The criteria used in the placement of students include the qualifications of the CI or ACI, the commitment of the clinical instructors in the administration of teaching, adequate athlete/patient resources for teaching and the presence of up-to-date equipment and resources. Students are assigned multiple week rotations providing a wide range of upper extremity, lower extremity, general medical conditions, and equipment intensive hours. Students will have opportunities to receive experience in high-risk and low-risk sports, as well as individual and team activities. Students will also experience athletic practices and competitive events in a variety of men and women’s sports. Most experiences occur in a traditional setting within the Rhinehart Athletic Training Center (RATC); however opportunities at affiliated sites include, but are not limited to, high schools and clinical settings.

All students are required to successfully complete the five-phase clinical component of the curriculum. Clinical assignments are delineated to facilities providing comprehensive health care services, including but not limited to, practice and game preparation, injury/illness evaluation, first aid and emergency care, follow-up care, rehabilitation and related services.

The athletic training Program Director and Clinical Director decide placement of students with CIs/ACIs. During the first year of a student’s involvement with the program, he/she is assigned to a variety of rotations, sometimes under the supervision of the same CI/ACI. During the second year of clinical experience, students will be assigned to a CI/ACI for the length of in-season competition. The remaining clinical experience time will be allotted to additional rotations.

Clinical Rotations:

<table>
<thead>
<tr>
<th>CI/ACI</th>
<th>Position</th>
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<td>Dennis Murphy</td>
<td>Head Certified Athletic Trainer</td>
<td><a href="mailto:dennis.murphy@mso.umt.edu">dennis.murphy@mso.umt.edu</a></td>
</tr>
<tr>
<td>J.C. Weida</td>
<td>Associate Certified Athletic Trainer</td>
<td><a href="mailto:j.c.weida@mso.umt.edu">j.c.weida@mso.umt.edu</a></td>
</tr>
<tr>
<td>Karla Judge</td>
<td>Assistant Certified Athletic Trainer</td>
<td><a href="mailto:karla.judge@mso.umt.edu">karla.judge@mso.umt.edu</a></td>
</tr>
<tr>
<td>Toby van Amerongen</td>
<td>Assistant Certified Athletic Trainer</td>
<td><a href="mailto:toby.vanamerongen@mso.umt.edu">toby.vanamerongen@mso.umt.edu</a></td>
</tr>
<tr>
<td>Drew Babcock</td>
<td>Assistant Certified Athletic Trainer</td>
<td><a href="mailto:drew.babcock@mso.umt.edu">drew.babcock@mso.umt.edu</a></td>
</tr>
<tr>
<td>Aaron MacInns</td>
<td>Graduate Asst. Certified Athletic Trainer</td>
<td><a href="mailto:aaron.macinns@mso.umt.edu">aaron.macinns@mso.umt.edu</a></td>
</tr>
<tr>
<td>Christine Howard</td>
<td>Graduate Asst. Certified Athletic Trainer</td>
<td><a href="mailto:christine.howard@mso.umt.edu">christine.howard@mso.umt.edu</a></td>
</tr>
</tbody>
</table>

RATC phone number: 406-243-6362

Level 1 athletic training students (L1ATS) will be assigned a CI/ACI in the spring semester to gain experience in the RATC. Level 2 athletic training students (L2ATS) will be assigned a CI/ACI for a period of three to seven weeks. Each student will have the opportunity to work with several different CI/ACIs throughout the year. During this time, students will complete hours at the RATC as set forth by the clinical instructor.

Level 3 athletic training students (L3ATS) will be assigned a CI/ACI for the length of an in-season sport. During this time, students will complete hours at the RATC as set forth by the CI/ACI.

Students may be assigned a minimum 4 hours weekly (outside of their assigned rotation) in the RATC during treatment hours to gain experience in the treatment and rehabilitation of athletes.
Students will also have the opportunity to observe and work with other allied health care professionals as scheduled by the athletic training staff.

**Physical Therapy Clinic**

<table>
<thead>
<tr>
<th>CI</th>
<th>E:Mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bob Botkin PT, ATC</td>
<td><a href="mailto:botkinpeakpt@yahoo.com">botkinpeakpt@yahoo.com</a></td>
<td>406-721-4436</td>
</tr>
<tr>
<td>Jeff Morrison, ATC</td>
<td><a href="mailto:jkicker17@hotmail.com">jkicker17@hotmail.com</a></td>
<td>406-721-4436</td>
</tr>
<tr>
<td>Dennis McCrea PT</td>
<td></td>
<td>406-542-0808</td>
</tr>
<tr>
<td>Mike Cole, DPT, ATC</td>
<td><a href="mailto:michaelcole.pppt@gmail.com">michaelcole.pppt@gmail.com</a></td>
<td>406-542-0808</td>
</tr>
<tr>
<td>Tim Messer PT, ATC</td>
<td><a href="mailto:tim@activeptsports.com">tim@activeptsports.com</a></td>
<td>406-829-9600</td>
</tr>
</tbody>
</table>

Athletic training students will be assigned to a CI/ACI for a period of three or four weeks during their first or second year in the ATEP. This rotation will provide students with experience in a clinical and high school setting (practices and competitions). Students are expected to gain a minimum of 8 hours per week of clinical experience in this rotation. Students should meet with their CI/ACI prior to the start of the rotation to review expectations throughout the rotation, dress code, policies/procedures, and to set schedules.

**High School**

<table>
<thead>
<tr>
<th>CI/ACI</th>
<th>E:Mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lindsey Ross, ATC</td>
<td><a href="mailto:lmross@mcps.k12.mt.us">lmross@mcps.k12.mt.us</a></td>
<td>240-5773</td>
</tr>
<tr>
<td>Tori Stahl, ATC</td>
<td><a href="mailto:tstahl@mcps.k12.mt.us">tstahl@mcps.k12.mt.us</a></td>
<td>728-2400 ext 8038</td>
</tr>
<tr>
<td>Danyel Halko, ATC</td>
<td><a href="mailto:dmhalko@mcps.k12.mt.us">dmhalko@mcps.k12.mt.us</a></td>
<td>728-2400</td>
</tr>
<tr>
<td>Jessica Christensen, ATC</td>
<td><a href="mailto:jessica.raden@hotmail.com">jessica.raden@hotmail.com</a></td>
<td>207-2336</td>
</tr>
</tbody>
</table>

Athletic training students (L2ATS) will be assigned to Lindsey/Tori/Danyel for a period of three weeks during their first year in the ATEP. This rotation allows students to gain clinical experience covering practices and competitions in a high school setting. Students are expected to gain a minimum 10 hours per week of clinical experience in this rotation. Students should meet with their CI/ACI prior to the start of the rotation to review expectations throughout the rotation, dress code, policies/procedures, and to set schedules.

- **Note:** Students should not sign up for other events on campus while completing rotations off campus.
- **Students completing off campus rotations at a high school or other traditional settings, need to carry a fanny pack for practice and game coverage.**

**UM Western**

<table>
<thead>
<tr>
<th>CI/ACI</th>
<th>E:Mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janelle Handlos</td>
<td><a href="mailto:j_handlos@umwestern.edu">j_handlos@umwestern.edu</a></td>
<td>683-7391</td>
</tr>
<tr>
<td>Sarah Cummings</td>
<td><a href="mailto:s_cummings@umwestern.edu">s_cummings@umwestern.edu</a></td>
<td>683-7391</td>
</tr>
</tbody>
</table>

Students may choose to gain additional experience in the pre-season and travel to UM Western. This rotation is arranged through the Clinical Director.
Curry Health Center/Health Care Facility

All ATSs will complete rotations through the Curry Health Center (CHC) or a local medical facility with qualified health care providers (i.e. MD, PA, NP, etc.) two weeks each year. Curry Health Center (CHC) or a local health care facility will provide students with experience in a general medical health care setting. Athletic training students will be able to observe and work along with a variety of allied health care professionals. Students are expected to gain roughly 10 hours per week of clinical experience in this rotation. Students should meet with the Clinical Director/Program Director prior to the start of the rotation to arrange schedules. Appropriate attire for this rotation includes dress pants and a collared shirt.

Curry Health Center Contact: Susan Krahn 243-4330
Missoula Family Medical Contact: Carol 728-3111

UMATEP CLINICAL EDUCATION PLAN OBJECTIVES

Pre-Professional Athletic Training Students
Students not yet formally admitted in the Professional Program
Observation hours completed required for application process

Clinical Requirements:
1. 35 hours of observation in the Rhinehart Athletic Training Center (RATC)
2. 35 hours of observation in clinic/high school setting

Objectives:
1. Gain a better understanding of the athletic training profession in a variety of settings through clinical observation
2. Demonstrate proficiency in first aid and CPR for the Professional Rescuer
3. Demonstrate a basic understanding of the proper handling of emergent situations
4. Understand OSHA policies and procedures for handling blood borne pathogens
5. Gain an understanding of operational policies and procedures of an athletic training facility, clinic, or high school
6. Become familiar with a variety of record keeping techniques, including Sports Injury Management Software
7. Communicate effectively with other pre-professional athletic training students, professional athletic training students, and supervising clinical instructors.

Course work:
HHP 240 Prevention and Care of Athletic Injuries
HHP 241 Prevention and Care of Athletic Injuries Laboratory
**Level 1 Athletic Training Students (L1ATS)**
Students formally admitted into the Professional Program

**Clinical Requirements:**
1. Completion of 100 hours of clinical education spring semester
2. Clinical education at the RATC

**Objective:**
1. Gain a better understanding of the athletic training profession in a traditional setting through clinical education
2. Gain a working knowledge of emergency action plan at the RATC (understand role, know telephone numbers, memorize procedures)
3. Demonstrate an understanding of operational policies and procedures of an athletic training facility
4. To perform basic techniques of taping, wrapping, and bracing
5. Provide proper first aid to injured athletes
6. Adhere to OSHA standards and guidelines

Coursework:
HHP 242 Clinical Observation in Athletic Training

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**Level 2 Athletic Training Students (L2ATS)**
Students formally admitted into the Professional Program

**Clinical Requirements:**
1. Completion of 250 hours in the fall and 200 hours in the spring of clinical education
2. Clinical education at high school, Curry Health Center, and RATC (rotations include four 7 week rotations, one of which includes a 3 week rotation at a high school followed by a week rotation at Curry Health Center)

**Objectives:** (in addition to L1ATS objectives)

**Autumn:**
1. Demonstrate an understanding of operational policies and procedures of an athletic training facility, clinic, or high school. This includes, but is not limited to opening and closing duties, cleaning, maintenance, preparing whirlpools and other modalities, administrative duties such as filing, and data entry
2. Develop a working knowledge and perform injury documentation, utilizing both paper and computerized systems
3. Modality set-up with parameters provided by clinical instructor or higher level professional athletic training student
4. Assist with the pre and post practice treatment of athletes
5. Initiate evaluation of injured athlete under the supervision of a clinical instructor (lower extremity injury)
6. Use appropriate medical terminology

**Spring**
7. Initiate evaluation of injured athlete under the supervision of a clinical instructor (upper extremity)
8. Evaluate and determine appropriate treatment of lower extremity injuries
9. Develop and implement rehabilitation programs under the supervision of a clinical instructor
10. Practice and event coverage with assigned clinical instructor
11. Gain a better understanding of general medical conditions through clinical observation
12. Maintain current first aid and CPR for the Professional Rescuer certification
13. Collaborate and communicate effectively with pre-professional athletic training students, other professional athletic training students, and supervising clinical instructors

**Autumn Course Work:**
HHP 340     Athletic Training Practicum I
HHP 342     Assessment of the Lower Extremity
HHP 343     Assessment of the Lower Extremity Laboratory
HHP 366     Measurement and Modalities
HHP 367     Measurement and Modalities Laboratory
HHP 368     Applied Anatomy and Kinesiology
HHP 369     Applied Anatomy and Kinesiology Laboratory

**Spring Course Work:**
HHP 341     Athletic Training Practicum II
HHP 344     Assessment of the Upper Extremity
HHP 345     Assessment of the Upper Extremity Laboratory
HHP 372     Rehab of Athletic Injuries
HHP 373     Rehab of Athletic Injuries Lab

**Level 3 Athletic Training Student (L3ATS)**
Students formally admitted into the Professional Program

Clinical Requirements:
1. Completion of 250 hours in the fall and 200 hours in the spring of clinical education
2. Clinical education at PT clinic/HS, physicians office and RATC (rotations include one 14 week in season, senior rotation, and two 7 week rotations (a 4 week rotation at a PT clinic or HS and two weeks in general medical; the other 7 weeks is with an ACI/CI in the offseason)

Objectives: (in addition to L2ATS objectives)
1. To evaluate upper and lower extremity athletic injuries with confidence and to communicate those findings with the supervising clinical instructor and/or team physician
2. Initiate evaluation of spine/thorax injured athlete under the supervision of a CI
3. Initiate evaluation of general medical conditions under the supervision of a CI
4. To determine appropriate use and selection of modalities and with what parameters
5. To devise and implement preventative, conditioning, post-injury, and post-surgical rehabilitation programs
6. Mentoring of the pre-professional athletic training students as well as other professional athletic training students
7. Increase working knowledge in the conduction of the general medical assessment, as well as communicating and working with a diverse population
8. Collaborate with other pre-professional athletic training students, other professional athletic training students, and supervising clinical instructors
9. Gain a deeper understanding of administrative policies and procedures for a health care facility
10. Maintain current first aid and CPR for the Professional Rescuer certification
11. Increased responsibilities with practice and event coverage; play an active role in athlete’s care

Course Work:
HHP 401 Assessment of Spine/Thorax and General Medical Conditions
HHP 402 Assessment of Spine/Thorax and General Medical Conditions Laboratory
HHP 411 Advanced Practicum in Athletic Training I
HHP 412 Advanced Practicum in Athletic Training II
HHP 478 Athletic Training Admin & Policy
HHP 479 Sports Medicine

**General Medical Clinical Rotation Objectives (Level 2 and Level 3 ATS):**

1. AT students will observe associated general medical (GM) conditions affecting systems other than the musculoskeletal system.
2. AT students will observe a variety of physical and psychological assessments and treatment approaches performed by various medical clinicians.
3. AT students will observe a variety of procedures and techniques utilized by clinicians to diagnose medical conditions.
4. Provide AT students the opportunity to observe and gain hands on experience with diagnostic tools/instruments (otoscope, stethoscope, etc) to identify abnormal medical conditions.
5. Students will gain an understanding of common acquired or congenital abnormalities, physical disabilities, and diseases affecting people who engage in physical activity throughout their life span (ex: diabetes, arthritis, etc)

**Hour Requirement:**

Students will be required to accumulate 1000 hours as part of the Clinical Education Plan. This averages out to 15-20 hours per week each semester. There will be variation in the number of hours the student will be in the assigned clinical rotation depending on the clinical instructor to which the student is assigned and the demands of the sport. Some exceptions to the hour accumulation guidelines may be considered depending on the clinical rotation. Decisions are considered on an individual basis.

- Any concerns in obtaining sufficient clinical hours should be addressed with the Clinical Director.
- The maximum requirement of clinical experience is 25 hours per week or 50 hours in a two week period. If students exceed the two week -50 hour maximum, the Clinical Director will notify them to reduce their clinical hours the following two weeks.

**Hour Logs:**

- Hours must be recorded online using ATrack software.  [www.atrackonline.com](http://www.atrackonline.com)
- **Clinical Instructors** must log onto ATrack to approve the students hours on a weekly basis
- **Unsupervised time may not be included in the hours.** Travel time to an away event with a clinical instructor may not be included in the clinical hour requirement. Verification of hours is necessary in many states for licensure and to ensure that students are getting similar experiences.

- Students may also track hours on paper using the hour log for their personal records; however, all hours must be logged online. (Appendix A)

**Clinical Proficiencies (Appendix C):**

The clinical proficiency matrix is online at ATrack. The entry-level athletic training proficiencies serve two purposes: (1) they define the common set of skills that entry level athletic trainers should possess; and (2) they define the structure of athletic training clinical education as an outcomes-based qualitative system. The Clinical Proficiencies only describe the clinical aspects of the education pedagogy. These Proficiencies are used concurrently with our didactic coursework that emphasize Cognitive, Psychomotor, and Affective Competencies. Students should track the completion of proficiencies on their master checklist.

**Clinical Proficiency Outcomes:**

The student will accomplish clinical proficiencies as outlined in their clinical course packet. These are based on didactic course experience and clinical instruction. The proficiencies should be met by the deadline given by the instructor. The clinical instructor may evaluate students during clinical practicum courses, during any lab setting in which there is time, or during any study session. The clinical instructor may also evaluate students at the clinical site. All proficiencies must be practiced with a peer and successfully completed under ACI supervision prior to performing that skill on an athlete.

The following terms are descriptions of the evaluation criteria for each clinical proficiency. Students are required to have a peer review each proficiency in the clinical setting before asking a clinical instructor to evaluate skills and knowledge.

**Clinical Proficiency Grading Criteria:**

- **P = Proficient/Passed**
- **NP = Not Proficient**
- **NI = Needs Improvement**
- **NE = Not Evaluated**
- **IA = Initial Assessment**
Evaluations (Appendix C):

Clinical Instructors will be required to complete evaluations on each student and the clinical site. These evaluations are at the end of a rotation. These evaluations should be reviewed with each student prior to turning them in. Information obtained from these evaluations is utilized to make any necessary improvements or adjustments in the academic program. All evaluations are housed in ATrack and can be accessed at www.atrackonline.com.

These forms are to be completed online by set dates. The Clinical Director will send you the information necessary to complete the evaluations online.

Valerie (Rich) Moody, PhD, ATC, LAT, CSCS, WEMT-B
Assistant Professor, Clinical Coordinator
32 Campus Drive
McGill Hall 238C
406-243-2703
406-243-6252 fax
valerie.moody@umontana.edu

Clinical Site Visits:

The Program and/or Clinical Directors will conduct at least one clinical site visit each rotation. The purpose of these visits is to observe the athletic training students in their clinical rotation and to facilitate effective communication with the Clinical Instructors. The Program and Clinical Directors will conduct meetings with the Clinical Instructors at the beginning and end of each academic year to obtain feedback on improving clinical education.

Proof of Insurance Coverage:

While participating in assigned clinical rotation with an established clinical education facility of the University of Montana, students will be covered by the blanket UM malpractice insurance. Students may want personal liability insurance in addition to the Universities insurance.

Clinical Education Supervision:

Approved Clinical Instructors and Clinical Instructors must be physically present and have the ability to intervene on behalf of the athletic training student to provide on-going and consistent education. The ACI/CI must consistently interact with the athletic training student at the site of the clinical experience.
Appendix A

Clinical Education Forms
THE UNIVERSITY OF MONTANA
ATHLETIC TRAINING EDUCATION PROGRAM
CLINICAL EDUCATION AFFILIATION AGREEMENT

This Agreement, made this _____ day of _________________, 20____ by and between The University of Montana (hereinafter referred to as the Institution) and _________________ ___(herein referred to as Affiliate) shall govern the use of the Affiliate’s facilities by the student enrolled in the Institution’s Athletic Training Education Program (herein referred to as Program). The agreement is based on policies outlined below and may be revised as necessary by mutual agreement between the Institution’s Program and the Affiliate.

The Institution and the Affiliate both being desirous of cooperating in a plan to furnish clinical educational experience for students in the athletic training education program, do mutually agree on the following:

Introduction:

1. The purpose of this agreement shall be to provide clinical education (e.g. learning) experiences to students enrolled in the education Program of the Institution.
2. Consideration for this agreement shall consist of the mutual promises contained herein, the parties agreeing that monetary compensation shall neither be expected nor received by either party.
3. The clinical education experience shall be provided in the Affiliate’s facility, located at: _________________ site address goes here __________________ (herein after referred to as Facility)
4. Although this is considered a clinical education experience, the Affiliate or Affiliate staff may chose to assess clinical competencies or proficiencies or rely on the Institution’s Program staff to assess these educational competencies and proficiencies.

The Institution and Program agree:

1. The Institution and Program shall warrant that each student assigned to care for patients is currently in good academic standing with a cumulative grade point average of not lower than 2.75 on a 4.0 scale.
2. The Institution and Program will assume responsibility for notifying students they must meet all legally permissible Affiliate health requirements (i.e., physical exam and technical standards agreement) as a condition for participating at Affiliate’s site.
3. The Institution will assume full academic and administrative responsibility for the planning and execution of the Program, including, selection of students for clinical assignments. However, the Institution’s Program representative shall confer with the Affiliate personnel in advance of the Program’s planned schedule of student assignments to clinical education areas, including the dates of assignments, number of students assigned, and type of educational experience. This schedule will require the approval of the affiliated administrator.
4. All students engaged in clinical experiences will present proof of having received the Hepatitis B vaccine and tuberculosis skin testing. The Institution shall maintain individual records.
5. The Institution’s Program will assume the responsibility for verifying that all Affiliate clinical instructors must be certified by the National Athletic Trainers’
Association (NATA) or comparative certification/licensure of profession. All national and state licensure/certification numbers must be on file with the Institution.

6. The Institution’s Program shall direct students to comply with published policies and procedures of the Program and Affiliate, and ensure that students have received adequate information regarding hazardous communication and universal precautions prior to assignment to the Affiliate.

7. Students shall meet all affiliate uniform and dress code requirements while engaged in any program activity at affiliate’s site.

8. The Institution’s Program shall assure that each student is covered by professional liability insurance of at least $1,000,000 per occurrence by The University of Montana.

9. The Institution shall maintain state or national accreditation by the appropriate body.

10. The students of the Institution’s Program shall provide their own transportation to and from the Affiliate at said student’s expense.

11. Students of the Institution’s Program shall not be allowed to participate in clinical practice in any department in the health agency without prior consent of the liaison person and/or director of the Program.

12. Students of the Institution shall not be reimbursed for rendering services to patients during the course of the clinical education program governed by this agreement, but shall donate their services to the health agency for the privilege of learning.

The Affiliate further agrees:

1. The Affiliate is responsible for the quality of health care rendered to patients.

2. The Affiliate shall make its facilities and patient care situations available to the student of the institution’s Program for the purpose of education and learning.

3. The Affiliate shall be responsible for and retain absolute control over the organization, administration, operation, and financing of its services.

4. The Affiliate will make available for students experience the clinical means for providing patient care, including but not limited to, necessary expendable equipment and supplies.

5. The number of students receiving clinical education experiences at the Affiliates will be determined by the Affiliate representative and approved by the Director of the Program.

6. The Affiliate shall have the right to deny access to or request removal from its facilities any student (1) whose performance is unsatisfactory; (2) whose personal characteristics or disregard for Affiliate regulation, policies, or procedures interfere with his/her performance or Affiliate operation; or (3) whose academic record with the Institution does not meet professional and Program requirements.

7. No reduction in staff (e.g., clinical instructors) shall be made by the Affiliate because of the presence of the Program’s students.

8. The Affiliate shall provide direct supervision and clinical instruction to the Program’s students that meet all accreditation standards.

9. The service or duties of all Program students in the Affiliate’s facilities are for the purpose of obtaining clinical education and experience, and not performed in the furtherance of the business (i.e., workforce) or the Affiliate. The Program’s students clinical education hours should not exceed 25 hours per week or 50 hours in two week period without prior permission from the Program Director.
10. There is no contract of hire, express or implied, or any employer-employee
relationship between the Affiliate and any student involved in the Program.
11. The Affiliate shall provide the use of instructional and library resource materials as
may be available. The students must get permission before taking any resources from
the Facility.
12. The Institution and Program shall be informed regarding additional education
programs and changes in clinical facilities which may affect the Program. Where
multiple educational programs exist, the Affiliate shall devise ways for coordination
so that all programs may have maximum benefit of learning experiences.

Institution, Program, and Affiliate jointly further agree:

1. The Affiliate and Institution’s Program shall provide liaison personnel for regular
meetings to assure systematic planning and the exchange of information regarding
policy changes, problems, evaluation, and new developments,
2. The right is reserved to either party to formally ask to have included in the program
of training and/or education any additional features that it may deem desirable. Both
parties hereby agree to give reasonable consideration to any such requests.
3. The confidentiality of patient records and student records shall be maintained at all
times.
4. The Institution’s Program shall provide an orientation to the clinical education
program for all involved Affiliate personnel and students (required attendance). The
Affiliate will be responsible for providing orientation to students, as to the policies
and procedures of the Affiliate. Such an orientation shall include, but not be limited
to, cardiac arrest protocol, policies and procedures pertaining to the area of
assignment, to fire and safety, infection control, universal precautions, and effective
teaching and learning methods. The Affiliate shall have the right to require additional
orientation as deemed necessary.
5. The maximum number of students from the Program assigned to the Affiliate during
any instructional period shall be established by mutual agreement, and determined by
the Facility in order to provide an adequate, variable and quality learning
opportunities. The specific assignments will be governed by accreditation guidelines
related to clinical rations of clinical instructors and students.
6. Where areas of difference exist or occur in rules, regulations, or questions of student,
clinical or medical practices, the Affiliate’s rules, regulations or practices shall
prevail and such conflict shall be immediately referred to the Program and Affiliate
representative for mutual resolution.
7. The Institution and Affiliate will have a meeting between their respective
representatives once a semester for the purpose of evaluation the Institution’s
Program, reviewing the Agreement, and thereupon advising the Affiliate and
Institution to whether or not the same should be renewed.
8. The Institution, Program, and Affiliate shall agree to comply with all applicable
federal and state anti-discrimination laws, including but not limited to Titles VI and
VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972,
and Section 504 of the Rehabilitation Act of 1973, Executive Order 11,246 and the
related regulation to each. Each party assures that it will not discriminate against any
individual including, but not limited to employees or applicants for employment
and/or student because of race, religion, creed, color, sex, age, disability, veteran status or national origin or any other legally protected basis.

9. The parties also agree to take affirmative action to ensure that applicants are employed and that employees are treated during their employment without regard to their race, religion, creed, color, sex, disability, national origin or any other legally protected basis. Such action shall include, but not be limited to, the following: equipment, upgrading, demotion or transfer, recruitment or recruitment advertising, layoff or termination, rates of pay or other forms of compensation, and selection available to employees and applicants for employment.

Representatives from the Institution and Affiliate will communicate annually prior to renewing the Agreement to evaluate the past experiences and identify utilization of clinical resources needed by the Institution for the next year, including a schedule.

The undersigned being duly affirmed say the both parties entered into the above and foregoing agreement voluntarily on the date entered above.

Institution’s Program:   Affiliate:

Dr. ____________________, Dean, School of Education
The University of Montana

Facility Supervisor (ATC, PT, MD)

_________________________________
Scott T. Richter, ATC
Co-Director of the Athletic Training Education Program

Valerie Moody, ATC
Co-Director of the Athletic Training Education Program
# VITA FORM A-1

## Faculty/Staff Vitae Form

(Do not exceed 3 pages on any individual)

<table>
<thead>
<tr>
<th>Name (last, first, middle)</th>
<th>Employer</th>
<th>Title</th>
<th>Academic Rank</th>
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<tbody>
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<p>| <strong>Education</strong> (begin with baccalaureate or initial professional education and include postdoctoral training) |</p>
<table>
<thead>
<tr>
<th>Institution and Location</th>
<th>Degree</th>
<th>Graduation year</th>
<th>Field of study</th>
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<tr>
<th>NATABOC Number or State Credential Number</th>
<th>Year of NATABOC Certification or State Credential</th>
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<th>NATABOC</th>
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*Date of ACI Training  *Date of current CPR certification

(* If applicable)

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<thead>
<tr>
<th><strong>Work load:</strong> % Teaching (Credits)</th>
<th>% Research (Credits)</th>
<th>% Supervision of students (Credits)</th>
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<tr>
<td>% Administration (Credits)</td>
<td>%/Credits Other (describe)</td>
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## Continuing Education – past 3 years:

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<thead>
<tr>
<th>Conference name</th>
<th>Date(s)</th>
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## Professional Experience: List in reverse chronological order previous employment experience.
| Research and Professional Activities: List in reverse chronological order all publications and presentations for the previous five years, or most representative if the 3-page limit presents a problem. |
# THE UNIVERSITY OF MONTANA ATEP

**CAATE SUPERVISED ATHLETIC TRAINING CLINICAL EXPERIENCE RECORD**

**NAME____________________________**

**NATA MEMBERSHIP NUMBER_____________**

**MONTH______________ YEAR______________**

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I certify that the above is correct for the dates indicated.

**Student’s Signature**

**Date**

Clinical Experiences: **UE** = upper extremity  **GM** = general medical  **RATC** = Rhinehart assigned hrs

**LE** = lower extremity  **EI** = equipment intensive

Evaluation: **S** = satisfactory  **U** = unsatisfactory

Total hours:  This semester _______ + _______ = _______
THE UNIVERSITY OF MONTANA
Athletic Training Education Program

Clinical Education Infraction Notification

Part I: To be filled out by Clinical Instructor

Date of Infraction: ________________
Name of Student: _______________________________________

Type of Infraction
(Please check appropriate infraction and circle detailed type of infraction):

☐ Absence from clinical assignment / seminar / program meeting
☐ Repeated tardiness at clinical assignment / seminar / program meeting
☐ Attire
☐ Conduct
☐ 250 clinical hours / semester - Incomplete
☐ Self-evaluation form not turned in within one week of rotation completion
☐ Other; please explain _____________________________________________________________________

Please explain the above infraction in detail as appropriate.
___________________________________________________________________________________

___________________________________________________________________________________

Signature of Clinical Instructor ___________________________ Date ________________

Part II: To be filled out by Clinical Director

Previous warning for similar incident?

☐ No
☐ Yes

Type of Previous Infraction ___________________________________________ Date ________________
Clinical Instructor Involved ____________________________________________

(continued on back side)
Part III: To be filled out by Clinical Director

INFRACTION REVIEW MEETING

Date: ______________________

Comments:
____________________________________________________________________________________________
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Action Taken:

☐ 3% Deduction off final grade from Clinical Course (340/341; 411/412)

☐ Repeated Offenses; Suspension from ATEP as decided by Program Director

☐ Repeated Offense after suspension; Removal from ATEP as decided by Program Director & Department Chair

Signature of Student

Date

Signature of Clinical Director

Date

Other Participants as Needed:

Signature of Clinical Instructor

Date

Signature of Program Director

Date

Signature of Department Chair HHP

Date
Appendix B
Course Descriptions
Professional ATEP Course Descriptions

**U 242 Clinical Observation in Athletic Training 1 cr.** Offered spring. Prereq. or coreq., HHP 240, 241. Clinical observation in the high school, university, clinical and non-traditional athletic training settings under the supervision of a Certified Athletic Trainer.

**U 334 Techniques in Athletic Training 1 cr.** Offered autumn. Prereq admission into the ATEP. Integration into athletic training practice emphasizing risk management, emergency procedures, acute care, and patient care in the pre-season.

**U 340 Practicum in Athletic Training I 3 cr.** Offered autumn. Prereq., admission into the athletic training education program. Introduction to basic clinical experience working in a CAATE approved setting.

**U 341 Practicum in Athletic Training II 3 cr.** Offered spring. Prereq., HHP 340. Basic clinical experience working in a CAAHEP approved setting.


**U 343 Assessment of LEXT Laboratory 1 cr.** Offered spring. Prereq., HHP 240, 366, 367, 368, 369; coreq., HHP 342. Laboratory sessions examining lower extremity pathology and conditions.

**U 344 Assessment of UEXT 2 cr.** Offered spring. Prereq., HHP 240, 366, 367, 368, 369. Assessment of upper extremity pathology and conditions.

**U 345 Assessment of UEXT Laboratory 1 cr.** Offered spring. Prereq., HHP 240, 366, 367, 368, 369; coreq., HHP 342. Laboratory sessions examining upper extremity pathology and conditions.

**U 366 Measurement and Modalities 2 cr.** Offered autumn. Coreq., HHP 367, 368, 369 or consent of instr. Physiology, indications, contraindications, and application of physical agents; manual muscle testing, and goniometry.

**U 367 Measurement and Modalities Laboratory 1 cr.** Offered autumn. Coreq., HHP 366, 368, 369 or consent of instr. Clinical application of physical agents; manual muscle testing and goniometry.

**U 368 Applied Anatomy and Kinesiology 3 cr.** Offered autumn. Prereq., BIOL 312, 313 or equiv.; coreq., HHP 369. Anatomy and kinesiology of the neuromusculoskeletal system and body cavities in relation to movement, function.

**U 369 Applied Anatomy and Kinesiology Laboratory 1 cr.** Offered autumn. Prereq., BIOL 312, 313 or equiv.; coreq., HHP 368. Anatomy and kinesiology of the neuromusculoskeletal system and body cavities in relation to movement, function.

U 373 Rehabilitation of Athletic Injuries Laboratory 1 cr. Offered spring. Prereq., HHP 366, 367, 368, 369; coreq., HHP 372. Laboratory sessions examining principles of biomechanics and their application to athletic injury. Utilization of various practical applications of rehabilitation techniques and equipment used for reconditioning of incapacitating athletic injury.

U 401 Assessment Spine/Thorax Gen Med 2 cr. Offered autumn. Prereq., HHP 368, 369 or consent of instr.; coreq., HHP 402. Recognition and assessment techniques for the spine, thorax and general medical conditions

U 402 Assessment Spine/Thorax Gen Med Laboratory 1 cr. Offered autumn. Prereq., HHP 368, 369 or consent of instr; coreq., HHP 401. Laboratory sessions to develop recognition and assessment techniques for the spine, thorax and general medical conditions.


UG 478 Athletic Training Admin & Policy 2cr. Offered spring. Prereq. HHP 342, 343, 465. This course will explore the aspects of athletic training organization and administration. Topics include program management, human resources, insurance, risk management, ethics, pre-participation examinations, and facility design.

UG 479 Sports Medicine 2 cr. Offered spring. Prereq., HHP 377 and HHP 368. The etiology and management of sports related injuries/illnesses. Includes: therapeutic use of drugs, pre-participation screening techniques, ergogenic aids, the aging athlete, the sports medicine team concept and current orthopedic treatments for sports injuries.
Appendix C

Athletic Training Education Competencies 5th Edition