UNIVERSITY OF MONTANA ATHLETIC TRAINING
ATHLETIC TRAINING PROGRAM

ATHLETIC TRAINING STUDENT

POLICY AND PROCEDURE MANUAL

(Revised August 2018)
Department of Health and Human Performance
Masters in Athletic Training/Bachelor’s in Health and Human Performance

Mission Statement
The mission of the University of Montana Athletic Training 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 injuries in the physically active. Upon successful completion of this program, the student will be eligible to sit for the BOC examination.

HEALTH AND HUMAN PERFORMANCE

ATHLETIC TRAINING FACULTY/STAFF

PROGRAM DIRECTOR
Valerie (Rich) Moody PhD, LAT, ATC, CSCS

COORDINATOR OF CLINICAL EDUCATION
Melanie McGrath PhD, LAT, ATC

ON-CAMPUS PRECEPTORS
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Isabella Callis LAT, ATC
Mitch Willert LAT, ATC

Home Page
http://coehs.umt.edu/umat/
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Please be aware that policies and procedures within the ATP student handbook are subject to change due to changes including but not exclusive to CAATE standards, university, college, department, and program curriculum and administrative policies and procedures.
INTRODUCTION

Athletic training is practiced by athletic trainers, health care professionals who collaborate with physicians to optimize activity and participation of patients and clients. Athletic training encompasses the prevention, diagnosis, and intervention of emergency, acute, and chronic medical conditions involving impairment, functional limitations, and disabilities. Students who want to become certified athletic trainers must earn a degree from an accredited athletic training curriculum. Accredited programs include formal instruction in areas such as injury/illness prevention, first aid and emergency care, assessment of injury/illness, human anatomy and physiology, therapeutic modalities, and nutrition. Classroom learning is enhanced through clinical education experiences. More than 70 percent of certified athletic trainers hold at least a master’s degree.

The faculty and staff of the Health and Human Performance Department and the Department of Intercollegiate Athletics welcome your participation and interest in the Athletic Training Program (ATP). The program consists of a rigorous and demanding curriculum, requiring dedication and commitment. Most importantly, it is a rewarding program that presents a variety of professional career opportunities upon graduation.

The University of Montana offers an accelerated Master’s in Athletic Training program housed within the Health and Human Performance Department. The program meets the standards established by the Commission on Accreditation of Athletic Training Education (CAATE). The program was granted accreditation by the CAATE February 2015 and will undergo review in 2022-2023. Successful graduates possess the necessary skills to qualify for the Board of Certification examination.

The following material sets forth the requirements and various options available with respect to your professional goals. The academic advisors responsible for the Athletic Training Program will be available to assist you in any way possible to pursue this interesting and challenging professional program.

Contact Information for Athletic Training Program Director
Valerie Moody PhD, LAT, ATC, CSCS
Professor HHP
406-243-2703
valerie.moody@umontana.edu
32 Campus Drive
McGill Hall 238C
Missoula MT 59812

Contact Information for Coordinator of Clinical Education
Melanie McGrath PhD, LAT, ATC
Associate Professor HHP
406-243-6816
Melanie.mcgrath@umontana.edu
Pre-Professional Athletic Training Information
Getting Ready for Application
FIRST STEPS

Your first task is to inform the academic advising chair of the Health and Human Performance Department of your interest in the Athletic Training Degree. Many times, this step will be completed during an orientation meeting. However, if you are a transfer student or fail to go through the orientation procedure, it becomes your responsibility to confer with the advising chair before you can receive academic advising. The academic advising chair will direct you to an athletic training advisor to schedule an appointment time. We will provide you with the following information:

- Pre-requisite course requirements
- Curricular plan
- Blood borne pathogen policies/requirements
- Admission policies
- Degree requirements

ABOUT OUR ATHLETIC TRAINING PROGRAM

The University of Montana offers an accelerated Master’s in Athletic Training Program. This program allows students to take three years of pre-requisite courses and general education requirements, followed by 2 years full time in a Master’s in Athletic Training program, including summers. There are two ways in which a student may attain a Master’s Degree in Athletic Training:

Option 1: A five-year program in which students earn a Bachelor of Science Degree in Health and Human Performance and a Master’s Degree in Athletic Training.

Option 2: A two-year master’s program designed for students who already have a baccalaureate degree.

Upon completion of the Master’s in Athletic Training Program, students will be eligible to sit for the Board of Certification (BOC) Exam.

*Both the Bachelor’s degree and Master’s degree will be officially awarded at the time of graduation.
PRE-PROFESSIONAL ATHLETIC TRAINING REQUIREMENTS

The following pre-requisite classes or their equivalents are required to be completed before admission to the Master’s program:

- Kinesiology/Biomechanics
- Anatomy & Physiology I & II (both with labs)
- Exercise Physiology
- General Psychology
- Basic Nutrition
- Statistics
- Preferred coursework includes: Motor control and learning, chemistry (2 semesters), and prevention and care of athletic injuries

ADMISSION REQUIREMENTS FOR MASTER’S PROGRAM

1. Students must apply and be accepted to the University of Montana’s Graduate School
   http://www.umt.edu/grad/Apply/Applying%20for%20Admission.php#Apply
2. Students must have a minimum GPA of 3.0 for all college coursework (a GPA below 3.0 may be considered)
3. Completed pre-requisite courses (students may be enrolled in pre-requisite courses at time of application)
4. Official transcript(s) of all college coursework

ADMISSION POLICIES

Students who desire admission into the Master’s in Athletic Training Program must submit a formal application.

Early Admission consideration: Students may submit their application for early consideration by November 1st. Up to half of the cohort may be filled at this time depending on the qualifications of the applicants. Applicants not accepted during early admission will still be considered with the regular admissions cycle unless the applicant does not meet the minimum application criteria.

Regular Admissions: Applications and supporting materials are due no later than February 1st. Applications received after the deadline will be considered on a rolling admissions basis if available slots exist. Students are encouraged to apply by the February 1st deadline, as the program will likely reach capacity at that point. Applications received after the deadline will be considered on a rolling admissions basis if available slots exist.
A review board consisting of the Athletic Training Program Director, Coordinator of Clinical Education, Preceptors, professional students and possibly other professionals, will evaluate each student applying for admission to the professional program. Formal notification of admission to the Master’s program will be made in writing.

Candidates who are NOT admitted to the program will also receive written notification of this decision. Students may be selected as alternates and if a vacancy should become available prior to summer semester, these students will be informed. Not all qualified candidates may be admitted to the Master’s program due to limited enrollment in clinical experiences.

**Instructions for Application to the Master’s in Athletic Training**

1. Students should first apply to the University of Montana’s Graduate School ([http://www.umt.edu/grad/Apply/Applying%20for%20Admission.php#Apply](http://www.umt.edu/grad/Apply/Applying%20for%20Admission.php#Apply)).

2. GRE scores (or test equivalent) should also be submitted to the Graduate School directly.

3. Recommendations:
   - Request three (3) **professional** recommendations and upload them to the graduate school website
     - A. All recommendations must be received by **November 1st/February 1st**.
     - B. Please do not request a recommendation from personal friends. (At least one letter from a Certified Athletic Trainer is strongly recommended.)

4. Essay (3 page maximum), which should address the following key points (upload to graduate school website):
   - A. Reasons for desiring this professional career.
   - B. Career goals
   - C. Attributes that you possess that will make you successful in life and as an athletic trainer

5. Current Resume

6. Transcript(s) and course work verification. Obtain a current official copy of all college course work. Students must complete or be in the process of completing required course work prior to application to the professional athletic training program.
Provisional Acceptance Guidelines

Once students are provisionally accepted into the professional program, students must provide the following documentation to be considered for full admission:

1. Each student must complete and provide verification of a Hepatitis-B vaccination series and titer (or must sign a waiver) (students may be in process).

2. Each student must obtain a tuberculosis test and provide verification of results. This will be repeated yearly while in the program.

3. Technical Standards:
   Each applicant must read and sign the “technical standards” document confirming that they understand and are able to comply with the established standards (included in the professional manual and application packet)

4. Completion of the agreement statement located in professional manual and application packet

5. Criminal Background Check: the student will be required to contact the vendor (Castle Branch) to begin the online process. The cost will be approximately $55. For international students the background check may cost up to and over $150. Contact the Program Director for the necessary information.

SCORING OF APPLICATIONS

Initial Application Review

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<tr>
<td>Grade Point Average</td>
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<td>GRE Scores</td>
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<td>Letters of Recommendation</td>
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<td>Professional Development Points*</td>
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*Includes observation hours, professional organization memberships, community service

Interview 30 points

OBSERVATION HOURS RECOMMENDED (NOT REQUIRED)

Observation hours are designed for the purpose of exposing students to the field of athletic training. They will provide you with insight to the day to day responsibilities of an athletic trainer and the type of medical care that they provide to their patients. Although completion of observation hours is no longer an admissions requirement, we recommend you take time to fully explore the field prior to application.
<table>
<thead>
<tr>
<th>Course Number</th>
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<th>Restrictions and/or Prerequisites</th>
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<td>Fall First Year Pre-Athletic Training</td>
<td>KIN 205 or KIN 201</td>
<td>Foundations of HHP or Basic Exercise Prescription</td>
</tr>
<tr>
<td></td>
<td>CHMY 121N</td>
<td>Intro to General Chemistry</td>
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<tr>
<td></td>
<td>COMX 111A or WRIT 101</td>
<td>Public Speaking or College Writing I</td>
</tr>
<tr>
<td></td>
<td>M 121 or M 151</td>
<td>College Algebra or Pre calculus</td>
</tr>
<tr>
<td></td>
<td>BIOH 112 or BIOB 160N</td>
<td>Human Form and Function I or Principles of Living Systems</td>
</tr>
<tr>
<td>Spring First Year Pre-Athletic Training</td>
<td>KIN 205 or KIN 201</td>
<td>Foundations of HHP or Basic Exercise Prescription</td>
</tr>
<tr>
<td></td>
<td>CHMY 123 and CHMY 124</td>
<td>Intro to Organic &amp; Biochemistry and Lab</td>
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<tr>
<td></td>
<td>COMX 111A or WRIT 101</td>
<td>Public Speaking or College Writing I</td>
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<tr>
<td></td>
<td>M 122 (if needed)</td>
<td>College Trigonometry</td>
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<tr>
<td></td>
<td>BIOH 113 (if needed)</td>
<td>Human Form &amp; Function II</td>
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<tr>
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<td>Gen Ed– take one Gen Ed</td>
<td>Select only from L, H, X or Y attributes</td>
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<tr>
<td>Fall Second Year Pre-Athletic Training</td>
<td>BIOH 201N and 202N or BIOH 365</td>
<td>Human Anatomy and Phys I/Lecture &amp; Lab</td>
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<tr>
<td></td>
<td>WRIT 121 or WRIT 201</td>
<td>Intro to Tech Writing or College Writing II</td>
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<td>STAT 216, PSYX 222, SOCI 202 or EDU 421</td>
<td>Statistics course</td>
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<td></td>
<td>PSYX 100S</td>
<td>Intro to Psychology</td>
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<td>Human Anatomy and Phys II/Lecture &amp; Lab</td>
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<td>NUTR 221N</td>
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<td>BIOM 250N</td>
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<td>PHSX 205N and 206N</td>
<td>College Physics I and Lab</td>
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<td>ECP 120 and ECP 121</td>
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<td>AHAT 210 and AHAT 213</td>
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<td>KIN 447</td>
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<td>KIN 322 and KIN 323</td>
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<td>KIN 320 and KIN 321</td>
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<td>PHAR 110N</td>
<td>Use &amp; Abuse of Drugs</td>
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*Submit Application to the Professional Program by Nov 1st/Feb 1st as well as UM Graduate School Applications received after the deadline will be considered on a rolling admissions basis if available slots exist*
### Summer Fourth Year Master's in Athletic Training

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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>ATEP 542</td>
<td>Lower Extremity Assessment</td>
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### Fall Fourth Year Master's in Athletic Training

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<td>ATEP 569</td>
<td>Clinical Anatomy Lab</td>
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<tr>
<td>HHP 520</td>
<td>Educational Research</td>
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<td>ATEP 544</td>
<td>Upper Extremity Assessment</td>
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### Spring Fourth Year Master's in Athletic Training

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<tr>
<td>NUTR 411</td>
<td>Nutrition for Sport &amp; Exercise</td>
</tr>
<tr>
<td>HHP 523</td>
<td>Case Studies in Sport Psychology</td>
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<tr>
<td>ATEP 572</td>
<td>Therapeutic Exercise</td>
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*Completion of Bachelor's Degree in HHP with Emphasis in Exercise Science Pre-Athletic Training*

### Summer Fifth Year Master's in Athletic Training

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<th>Course Code</th>
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<td>Athletic Training Techniques II (Online)</td>
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<td>ATEP 574</td>
<td>Manual Therapy Techniques</td>
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### Fall Fifth Year Master's in Athletic Training

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<td>ATEP 550</td>
<td>Practicum in Athletic Training III</td>
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<td>ATEP 578</td>
<td>Organization &amp; Admin in Athletic Training</td>
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<tr>
<td>ATEP 535</td>
<td>Athletic Training Techniques II (Online)</td>
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<td>Capstone: Research in AT</td>
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<td>HHP 699</td>
<td>Thesis</td>
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<td>General Medical Assessment</td>
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### Spring Fifth Year Master's in Athletic Training

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<th>Course Code</th>
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<td>ATEP 551</td>
<td>Practicum in Athletic Training IV</td>
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<tr>
<td>HHP 699</td>
<td>Thesis</td>
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<tr>
<td>ATEP 580</td>
<td>Pharmacology in Sports Medicine (Online)</td>
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<tr>
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*Both the Bachelor’s degree and Master’s degree will be officially awarded at the time of graduation.*

**Program fee:** There is an additional fee of $1020/semester in addition to regular tuition and fees. This fee will help cover the cost of lab equipment, accreditation costs, adjunct teaching, and software. Other fees may include but are not limited to criminal background check ($55), shirts ($30), medical packs/kits ($30), and NATA membership fee ($60).

**Please Note:**

ATEP 540, 541, 550, 551 each requires clinical education at various sites. Hour commitments may vary per class. For ATEP 540 & 550 the course dates run from August 1st until December 31st and for ATEP 541 & 551, the course dates run from January 1st until the end of spring semester (note: these dates do run outside of the typical semester timeline). 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 and may be placed on rotation outside the typical semester. Students must also be available nights and weekends for clinical assignments.
# TRADITIONAL TWO YEAR MASTER’S PROGRAM (18-19)

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<td>ATEP 542</td>
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<td>ATEP 569</td>
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<tr>
<td>ATEP 541</td>
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<tr>
<td>ATEP 580</td>
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<td>Elective</td>
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**Total 58 credits**

**Program fee:** There is an additional fee of $1020/semester in addition to regular tuition and fees. This fee will help cover the cost of lab equipment, accreditation costs, adjunct teaching, and software. Other fees may include but are not limited to criminal background check ($55), shirts ($30), medical packs/kits ($30), and NATA membership fee (approx. $60).

**Please Note:**
ATEP 540, 541, 550, 551 each requires clinical education at various sites. Hour commitments may vary per class. For ATEP 540 & 550 the course dates run from August 1st until December 31st and for ATEP 541 & 551, the course dates run from January 1st until the end of spring semester (note: these dates do run outside of the typical semester timeline) 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 and may be placed on rotation outside the typical semester. Students must also be available nights and weekends for clinical assignments.
MASTER’S REQUIREMENTS
(Agreement Statement)
As a student in the Athletic Training Program at the University of Montana, I agree to the following retention standards:

- enroll as a full-time student (some exceptions allowed as approved by Program Director).
- maintain a cumulative grade point average of 3.00 or higher.
- achieve no more than 2 “C” grades in graduate courses.
- achieve no less than a “C” grade in graduate 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.

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 fail to meet the retention criteria will be placed on probation in the Athletic Training Program for a maximum of two semesters. This may limit progress of course sequencing and clinical phases. If standards are not met by the end of the probationary period, the student will be dismissed from the Athletic Training Program. Students who are placed on probation may require remediation as deemed appropriate by the Program Director.

TECHNICAL STANDARDS

THE UNIVERSITY OF MONTANA
TECHNICAL STANDARDS FOR ATHLETIC TRAINING

Part 1 History and Rationale
The landmark Americans with Disabilities Act of 1990, P.L. 101 336 (“ADA” or “the Act”), enacted on July 26, 1990, provides comprehensive civil rights protections to qualified individuals with disabilities. The ADA was modeled after Section 504 of the Rehabilitation Act of 1973, which marked the beginning of equal opportunity for persons with disabilities. As amended, Section 504 “prohibits all programs or activities receiving federal financial assistance from discrimination against individuals with disabilities who are ‘otherwise qualified’ to participate in those programs.” With respect to post secondary educational services, an “otherwise qualified” individual is a person with a disability “who meets the academic and technical standards requisite to admission or participation in the recipient’s education program or activity.”

Under the Americans with Disabilities Act, Title II and Title III are applicable to students with disabilities and their requests for accommodations. Title II covers state colleges and universities. Title III pertains to private educational institutions; it prohibits discrimination based on disability in places of “public accommodation,” including undergraduate and postgraduate schools.

Given the intent of Section 504 and the ADA, the development of standards of practice for a profession, and the establishment of essential requirements to the student's program of study, or directly related to licensing requirements, is allowable under these laws. In applying Section 504
regulations, which require individuals to meet the “academic and technical standards for admission,” the Supreme Court has stated that physical qualifications could lawfully be considered “technical standard(s) for admission.”

Institutions may not, however, exclude an “otherwise qualified” applicant or student merely because of a disability, if the institution can reasonably modify its program or facilities to accommodate the applicant or student with a disability. However, an institution need not provide accommodations or modify its program of study or facilities such that (a) would “fundamentally alter” and/or (b) place an “undue burden on” the educational program or academic requirements and technical standards which are essential to the program of study.

Part 2 Use of the Guidelines
The following Guidelines embody the physical, cognitive, and attitudinal abilities an entry level Athletic Trainer must be able to demonstrate in order to function in a broad variety of clinical situations; and to render a wide spectrum of care to athletes and individuals engaged in physical activity. The Guidelines serve to recognize abilities essential to the development of these entry Level abilities. Further, the Guidelines reflect the necessary and required skills and abilities identified for the Entry Level Athletic Trainer as detailed in the Athletic Training Educational Competencies and the BOC, Inc., Role Delineation Study.

Institutions and programs should use these Guidelines as a reference point in the development of specific requirements, “technical standards,” for admission to, and completion of, their educational program. Requirements should be objective, measurable, and should be applied to student admission to the program.

Institutions and programs should provide their students with the applicable technical standards in a timely fashion. This could be prior to admission to the institution (for those programs that admit students directly to the program) or soon after the student has entered the institution (for those programs that admit students through a secondary admission process).

While technical standards should be applied to student admission to the institution and/or program, some programs may, additionally, apply technical standards as the student moves through the program, and/or use technical standards as a measure of the student's attainment of criteria for graduation.

Entry level Athletic Training Programs must contact and work with their institution's ADA Compliance Officer, Office of Affirmative Action, or appropriate institutional office in the development and implementation of technical standards specific to their institution. This document is only intended as a guide or reference point for the development and implementation of technical standards. The ADA Compliance Officer (or appropriate person) at your institution is a valuable resource in the development and implementation of technical standards. It is strongly encouraged that programs not develop and implement technical standards without this important advice and counsel.
The Athletic Training Program (ATP) at The University of Montana-Missoula is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the ATP establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry level athletic trainer, as well as meet the expectations of the program’s accrediting agency (Commission on Accreditation of Athletic Training Education (CAATE)). All students admitted to the ATP must meet the following abilities and expectations. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program.

Compliance with the program's technical standards does not guarantee a student's eligibility for the BOC certification exam.

Candidates for selection to the ATP must demonstrate:

1. The aptitude to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm;
2. Sufficient postural and neuromuscular control, sensory function, and ability to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients;
3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively;
4. The ability to record the physical examination results and a treatment plan clearly and accurately;
5. The capacity to maintain composure and continue to function well during periods of high stress;
6. The perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced;
7. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations;
8. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care; and
9. The ability to meet the needs of current Commission on Accreditation of Athletic Training Education Programs (CAATE) academic competencies and proficiencies.

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

The Department of Health and Human Performance and the Athletic Training Program conforms to the disability policies of The University of Montana. A student requiring assistance with the technical or physical portions of this course should contact the instructor or the Disability Services for Students (DSS) located in Lommasson Center 154, (406) 243-2243 (Voice/Text)
I certify that I have read and understand the technical standards for selection listed above, and I believe to the best of my knowledge that I meet each of these standards with or without reasonable accommodation(s). I understand that if I am unable to meet these standards I will not be admitted into the program.

Signature of Applicant __________________________ Date ____________________

Please Print Name ____________________________
Master’s Program Information
The Final Two Years
Introduction

Congratulations on your acceptance into the University of Montana Master’s in Athletic Training Program!! We hope that this will be the beginning of a successful career in Athletic Training. Your success in this program depends largely on the effort you put forth in the classroom and in the clinical setting. Remember, you are preparing yourself for a career as a health care professional.

Purpose

The purpose of this handbook is to provide the athletic training student with guidelines and policies for academic and clinical experiences. Policies and procedures are provided to not only instruct the athletic training student in proper procedures but also to maintain consistency and assure the health and safety of student-athletes or other clients 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.

Program 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 health care for the athletes/patients in the clinical setting while achieving the educational goals of the student and the program.

Student Learning Outcomes:

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 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 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 Program will find ready employment in the field.
5. Graduates of the Athletic Training Program will be able to critically appraise relevant research related to the AT profession.
NATA Code of Ethics

Preamble

The Code of Ethics of the National Athletic Trainers' Association has been written to make the membership aware of the principles of ethical behavior that should be followed in the practice of athletic training. The primary goal of the Code is the assurance of high quality health care. The Code presents aspirational standards of behavior that all members should strive to achieve.

The principles cannot be expected to cover all specific situations that may be encountered by the practicing athletic trainer, but should be considered representative of the spirit with which athletic trainers should make decisions. The principles are written generally and the circumstances of a situation will determine the interpretation and application of a given principle and of the Code as a whole. Whenever there is a conflict between the Code and legality, the laws prevail. The guidelines set forth in this Code are subject to continual review and revision as the athletic training profession develops and changes.

PRINCIPLE 1:
Members shall respect the rights, welfare and dignity of all individuals.
1.1 Members shall not discriminate against any legally protected class.
1.2 Members shall be committed to providing competent care consistent with both the requirements and the limitations of their profession.
1.3 Members shall preserve the confidentiality of privileged information and shall not release such information to a third party not involved in the patient's care unless the person consents to such release or release is permitted or required by law.

PRINCIPLE 2:
Members shall comply with the laws and regulations governing the practice of athletic training.
2.1 Members shall comply with applicable local, state, and federal laws and institutional guidelines.
2.2 Members shall be familiar with and adhere to all National Athletic Trainers' Association guidelines and ethical standards.
2.3 Members are encouraged to report illegal or unethical practice pertaining to athletic training to the appropriate person or authority.
2.4 Members shall avoid substance abuse and, when necessary, seek rehabilitation for chemical dependency.

PRINCIPLE 3:
Members shall accept responsibility for the exercise of sound judgment.
3.1 Members shall not misrepresent in any manner, either directly or indirectly, their skills, training, professional credentials, identity or services.
3.2 Members shall provide only those services for which they are qualified via education and/or experience and by pertinent legal regulatory process.
3.3 Members shall provide services, make referrals, and seek compensation only for those services that are necessary.

PRINCIPLE 4:
Members shall maintain and promote high standards in the provision of services.
4.1 Members shall recognize the need for continuing education and participate in various types of educational activities that enhance their skills and knowledge.

4.2 Members who have the responsibility for employing and evaluating the performance of other staff members shall fulfill such responsibility in a fair, considerate, and equitable manner, on the basis of clearly enunciated criteria.

4.3 Members who have the responsibility for evaluating the performance of employees, supervisees, or students, are encouraged to share evaluations with them and allow them the opportunity to respond to those evaluations.

4.4 Members shall educate those whom they supervise in the practice of athletic training with regard to the Code of Ethics and encourage their adherence to it.

4.5 Whenever possible, members are encouraged to participate and support others in the conduct and communication of research and educational activities that may contribute knowledge for improved patient care, patient or student education, and the growth of athletic training as a profession.

4.6 When members are researchers or educators, they are responsible for maintaining and promoting ethical conduct in research and educational activities.

**PRINCIPLE 5:**

Members shall not engage in any form of conduct that constitutes a conflict of interest or that adversely reflects on the profession.

5.1 The private conduct of the member is a personal matter to the same degree as is any other person's except when such conduct compromises the fulfillment of professional responsibilities.

5.2 Members of the National Athletic Trainers' Association and others serving on the Association's committees or acting as consultants shall not use, directly or by implication, the Association's name or logo or their affiliation with the Association in the endorsement of products or services.

5.3 Members shall not place financial gain above the welfare of the patient being treated and shall not participate in any arrangement that exploits the patient.

5.4 Members may seek remuneration for their services that is commensurate with their services and in compliance with applicable law.

In addition to the NATA Code of Ethics, students are expected to adhere to the standards of the HHP Department, PJW College of Education and Human Sciences, and the University of Montana, as well as the Board of Certification standards (www.bocatc.org)
Description of the Profession

(CAATE Standards and Guidelines for the Athletic Trainer)

An Athletic Trainer is a qualified allied health care professional educated and experienced in the management of health care problems associated with physical activity. In cooperation with physicians and other health care personnel, the athletic trainer functions as an integral member of the health care team in secondary schools, colleges and universities, professional sports programs, sports medicine clinics, and other health care settings. The athletic trainer functions in cooperation with medical personnel, athletic personnel, individuals involved in physical activity, parents, and guardians in the development and coordination of efficient and responsive athletic health care delivery systems.

The athletic trainer’s professional preparation is based on the development of the current knowledge, skills, and abilities, as determined by the Commission (currently the 5th Edition of the Athletic Training Education Competencies). The knowledge and skills identified in the Competencies consist of 8 Content Areas:

- Evidence-Based Practice
- Prevention and Health Promotion
- Clinical Examination and Diagnosis
- Acute Care of Injury and Illness
- Therapeutic Interventions
- Psychosocial Strategies and Referral
- Healthcare Administration
- Professional Development and Responsibility

There are also 5 performance domains addressed in the role delineation study, 7th edition published by the Board of Certification. These domains include:

- Injury/Illness prevention and wellness promotion
- Examination, Assessment and Diagnosis
- Immediate and emergency care
- Therapeutic Intervention
- Healthcare administration and professional responsibility
ACCREDITATION

Athletic Training Programs are nationally accredited by the Commission on Accreditation of Athletic Training Education (CAATE). This accrediting body acts on matters related to education program development and establishing guidelines for professional competence. This committee establishes competencies that students must meet through their didactic learning process and clinical experiences. These competencies are categorized into nine content areas (domains) that comprise the role of the certified athletic trainer in the management of health care problems associated with sports participation. Through a combination of formal classroom instruction and clinical experience, the athletic trainer is prepared to apply a wide variety of specific health care skills and knowledge within each of the domains.

The Athletic Training Program at UM received reaccreditation from CAATE in February 2015. The program will undergo review again in 2022-2023. (www.caate.net)

For more information on CAATE, contact:
CAATE
6836 Austin Center Blvd
Suite 250
Austin, TX 78731-3193
Phone: 512.733.9700
Fax: 512.733.9701

Additional Costs Associated with Program

There will be additional costs (above tuition and fees) for the clinical rotations. Program fee: There is an additional fee of $1020/semester in addition to regular tuition and fees. This fee will help cover the cost of lab equipment, accreditation costs, adjunct teaching, and software. Other costs may include, but are not limited to: Criminal Background Check ($55), NATA Membership Fee ($60 approximately), Shirts ($30), and Medical Pack/Kit ($30). Transportation is needed for all off-campus clinical sites. Each student will have a minimum of one off-campus site.

Transfer Policy:
Please note that all transfer students should meet with the Program Director to review application and program requirements. Transfer students must satisfy admissions criteria. Transfer credits and observation hours will be evaluated by the Program Director on an individual basis.
Clinical Education Glossary of Terms

**Affiliation Agreement:** A formal, written document signed by administrative personnel, who have the authority to act on behalf of the institution or affiliate, from the sponsoring institution and affiliated site. This agreement defines the roles and responsibilities of the host site, the affiliate, and the student.

**Clinical Education:** The application of athletic training knowledge, skills and clinical abilities on an actual patient base that is evaluated and feedback provided by a preceptor.

**Coordinator of Clinical Education:** Individual who is responsible for managing and coordinating the clinical education program at the academic institution including facilitating clinical site and clinical preceptor development.

**Clinical Preceptor:** A certified/licensed healthcare professional who teaches and evaluates students in a clinical setting using an actual patient base.

**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:** Constant visual and auditory interaction between the student and the preceptor must be maintained.

**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 board of 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.
Athletic Training Faculty and Personnel

President  Seth Bodnar
Provost    Dr. Paul Kirgis
Dean PJW COEHS Dr. Adrea Lawrence (Interim)
Chair, HHP Dept Dr. John Quindry
Program Director Dr. Valerie Moody
Coordinator of Clinical Education Dr. Melanie McGrath
Faculty/Instructors Dr. Carla Fritz, Dr. Charles Dumke, Dr. Charlie Palmer, Madelyn Boyle, Justin Hunt, Dr. Brent Ruby, Mitch Willert

Program/Preseason Orientation

Each year, the program will have a 1-2 day program/preseason orientation in which all students enrolled in the professional program are expected to attend. This orientation focuses on providing students with updated program, faculty and staff changes, as well as a review of acute care clinical skills, communication and teambuilding exercises. Typically this orientation will take place at the end of July or first week of August.
UM AT Program Graduate Student Expectations

Professionalism
➢ You are a health care professional – act like one; you will interact with other healthcare providers on a day to day basis
➢ Represent yourself, our program, and our University in a professional, respectful manner

Research
➢ To work responsibly toward completion of the degree in a timely fashion
➢ To learn the research methods, ethical dimensions, and historical knowledge bases of the discipline
➢ To discover and participate in the construction of new knowledge in the chosen field and application of that knowledge to new problems/issues
➢ To exercise the highest integrity in all aspects of your work, especially in the tasks of collecting, analyzing, and presenting research data

Teaching and Mentoring
➢ To receive teaching/mentoring opportunities relevant to their career expectations and likelihoods
➢ To devote the same seriousness to teaching/mentoring that they would expect from their own instructors

Professional Development
➢ To develop, to the extent possible, a broad network of professional relations
➢ To contribute, wherever possible, to the discourse of the scholarly discipline through conference presentations, publications, collaborative projects, and other means
➢ To seek out a range of faculty and peer mentors that can help prepare you for a variety of professional and career roles and responsibilities
➢ To take responsibility for keeping informed of policies governing your graduate studies and to complete all required paperwork and other degree obligations in a timely fashion

Community
➢ To create, in your own classrooms, laboratories, and clinical experiences, an ethos of collegiality and collaboration
➢ To realize your responsibilities as individual and professional representatives of the university as a whole, the department, and AT program
➢ To assist graduate student peers in their own professional and scholarly development
➢ To avoid all situations that could put yourself in a position of any conflicts of interest
UMATP Clinical Education

The clinical education component of the UM ATP is designed to provide “real life” learning experiences for students following classroom and laboratory competence. Clinical education is offered over the course of two academic years while in the professional AT program. Clinical education encompasses clinical experiences (supervised by an AT or MD/DO), immersive clinical experiences (supervised by an AT), and supplemental clinical experiences (supervised by other qualified healthcare providers). In this document, the term “clinical experience” refers to all three components of clinical education. Students are assigned to supervising clinical preceptors on the campus of the University of Montana as well as off-campus affiliated sites. All clinical experiences are encompassed within practicum courses, and course grades are partially determined by successful performance during clinical experiences.

All aspects of the clinical experience emphasize cooperative and collaborative learning among students as well as directed practical applications from an athletic trainer or other health care professional. An agreement is formed between the student, Athletic Training 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. Responsibilities of the athletic training student are determined by individual performance in didactic and clinical education, and expected progression of skill acquisition. Expected skill acquisition follows the Dreyfus Model (see Table 1). Competence represents the minimum expectation of athletic training students at the conclusion of the program.

All students are required to successfully complete the clinical component of the curriculum. Students obtain clinical experience at sites that provide comprehensive health care services, including: Prevention of injury and illness, injury/illness evaluation, first aid and emergency care, referral to other healthcare providers, follow-up care, treatment and rehabilitation, communication and coordination with members of the sports medicine/healthcare team, medical documentation, and related services.

Table 1: Five Stages of Skill Acquisition (adapted from Peña A1)

<table>
<thead>
<tr>
<th>Beginner</th>
<th>Advanced Beginner</th>
<th>Competent</th>
<th>Proficient</th>
<th>Expert</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows rules</td>
<td>Begins to gain experience in real scenarios</td>
<td>Develops emotional attachment to tasks</td>
<td>Uses intuition to realize ‘what’ is happening</td>
<td>Work intuitively on any problem</td>
</tr>
<tr>
<td>Only feels responsible for following rules</td>
<td>Begins recognizing environment/ contextual features</td>
<td>Learns ‘guidelines’ that dictate actions in real situations</td>
<td>Uses memorized principles to solve problems</td>
<td>No longer needs principles</td>
</tr>
<tr>
<td>Brings behavior into conformity with rules</td>
<td>Learns ‘instructional maxims’ about actions</td>
<td>Competence only comes after considerable experience</td>
<td>Experience provides patterns to recognize similar situations</td>
<td>Capable of experiencing moments of intense absorption in work</td>
</tr>
<tr>
<td>Learning is free of context</td>
<td>Learning occurs in detached, analytic style</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Clinical Education Plan

The clinical education portion of the athletic training curriculum is designed to provide comprehensive and progressive experiences in athletic training, with increasing levels of supervised, autonomous patient care under the direction of clinical preceptors. The Coordinator of Clinical Education decides placement of students with clinical preceptors. Students will be exposed to a variety of orthopedic and medical conditions throughout their clinical experiences. Athletic training students will gain experience with a wide variety of patients and clients, including:

- Patients/clients across the lifespan (pediatric, adolescent, adult)
- Patients/clients of different sexes
- Patients/clients with varied socioeconomic statuses
- Patients/clients of varying levels and types of physical activity and athletic ability
- Patients/clients involved in non-sport activities

During the first year of the professional program, students are assigned to a variety of rotations, sometimes under the supervision of the same clinical preceptor. These rotations are designed to provide a breadth of experiences in healthcare settings, with a variety of patients and clinical preceptors. First-year athletic training students are expected to perform skills learned and evaluated in athletic training courses. At the conclusion of the athletic training student’s first year, athletic training students are expected to perform most skills at the advanced beginner stage. Students have the ability to recognize how the situation/environment may impact actions. Students have experienced performing skills in a ‘real’ environment and recognize when the principles learned in class may be used during their clinical experiences. Students are evaluated by clinical preceptors at the conclusion of each rotation (a minimum of twice per semester). Specific expectations for successful performance and progression are outlined in clinical practicum course syllabi.

During the second year of the professional program, athletic training students are assigned to an immersive clinical experience during the summer/early fall. Students are also assigned to a preceptor for the length of in-season competitive schedule, or for a full semester at the high school/secondary school level. The remaining clinical experience time is allotted to additional rotations, including at least two weeks in a non-orthopedic, non-sport clinical experience. At the conclusion of the second year, athletic training students are expected to perform skills at least at the competent stage. Second-year athletic training students are expected to synthesize knowledge and skills taught in the curriculum to provide competent, comprehensive patient care under increasing levels of autonomy. Students display the ability to adjust to novel situations, work with large amounts of information and identify what is most important, and deliberately plan actions to achieve a goal. Students are evaluated by clinical preceptors at the conclusion of each rotation (a minimum of twice per semester). Specific expectations for successful performance and progression are outlined in clinical practicum course syllabi.

The criteria used in the placement of students include the qualifications of the preceptor, the commitment of the preceptors in the administration of teaching, adequate athlete/patient resources for teaching, the presence of up-to-date equipment and resources, and finally the needs and goals of the athletic training student.
Clinical Experience Expectations

The following guidelines and expectations apply to all clinical rotations and experiences for the athletic training program:

- Clinical experience rotations may begin and/or end outside of the typical semester timeline. Students are expected to make themselves available based on the schedule they are assigned.
- Students should contact their assigned clinical preceptor at least 2 weeks prior to the scheduled start of a clinical rotation, to establish a report date and expectations for the clinical experience.
- Students and clinical preceptors should perform an orientation to the clinical site, and complete the Clinical Rotation Schedule and Checklist, prior to the student providing patient care at the site. This must be submitted to the Coordinator of Clinical Education to keep on file.
- Students may only provide patient care when supervised by a clinical preceptor.
- Students should actively seek opportunities to apply and practice athletic training skills with patients. Students should only perform those skills that have been learned and evaluated in class.
  - Skills taught by a clinical preceptor, but not yet formally taught and evaluated in class, must be evaluated by the clinical preceptor and documented on the appropriate form on ATrack.
- There will be various events on campus and in the community that are outside of assigned clinical rotations. You may voluntarily sign up for these additional events as long as these hours are completed under direct supervision by a clinical preceptor.
- Students should conduct themselves in a professional manner at all times during clinical experiences. Students are expected to follow all athletic training program policies, as well as any clinical site policies, at all times.
- Students completing off campus rotations need to carry a fanny/medical pack for practice and game coverage.

Clinical Experience Rotations:

Rhinehart Athletic Training Center

<table>
<thead>
<tr>
<th>Clinical Preceptor</th>
<th>Position</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>JC Weida, ATC</td>
<td>Head Athletic Trainer</td>
<td><a href="mailto:jc.weida@mso.umt.edu">jc.weida@mso.umt.edu</a></td>
</tr>
<tr>
<td>Justin Hunt, ATC</td>
<td>Associate Athletic Trainer</td>
<td><a href="mailto:justin.hunt@mso.umt.edu">justin.hunt@mso.umt.edu</a></td>
</tr>
<tr>
<td>Drew Babcock, ATC</td>
<td>Assistant Athletic Trainer</td>
<td><a href="mailto:drew.babcock@mso.umt.edu">drew.babcock@mso.umt.edu</a></td>
</tr>
<tr>
<td>Klare Matthew, ATC</td>
<td>Assistant Athletic Trainer</td>
<td><a href="mailto:klare.matthew@mso.umt.edu">klare.matthew@mso.umt.edu</a></td>
</tr>
<tr>
<td>Krista Allen, ATC</td>
<td>Assistant Athletic Trainer</td>
<td><a href="mailto:krista.allen@mso.umt.edu">krista.allen@mso.umt.edu</a></td>
</tr>
<tr>
<td>Samantha Graff, ATC</td>
<td>Assistant Athletic Trainer</td>
<td><a href="mailto:Sam.graff@mso.umt.edu">Sam.graff@mso.umt.edu</a></td>
</tr>
<tr>
<td>Isabella Callis, ATC</td>
<td>GA Athletic Trainer</td>
<td><a href="mailto:Isabella.callis@umconnect.umt.edu">Isabella.callis@umconnect.umt.edu</a></td>
</tr>
<tr>
<td>McKenzie Lanier, ATC</td>
<td>GA Athletic Trainer</td>
<td><a href="mailto:Mckenzie.lanier@umconnect.umt.edu">Mckenzie.lanier@umconnect.umt.edu</a></td>
</tr>
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</table>
**High School**

<table>
<thead>
<tr>
<th>Clinical Preceptor</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paul Capp, ATC</td>
<td><a href="mailto:jpaul.capp@gmail.com">jpaul.capp@gmail.com</a></td>
<td>406-868-6403</td>
</tr>
<tr>
<td>Dustin Burton, ATC</td>
<td><a href="mailto:dustinburton@missoulaboneandjoint.com">dustinburton@missoulaboneandjoint.com</a></td>
<td>406-542-4702</td>
</tr>
<tr>
<td>Seth Lindauer, ATC</td>
<td><a href="mailto:seth.lindauer@missoulaboneandjoint.com">seth.lindauer@missoulaboneandjoint.com</a></td>
<td>425-238-2503</td>
</tr>
</tbody>
</table>

**Clinic/High School Outreach**

<table>
<thead>
<tr>
<th>Clinical Preceptor</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bob Botkin PT, ATC</td>
<td><a href="mailto:botkinsportsmed@gmail.com">botkinsportsmed@gmail.com</a></td>
<td>406-542-4702</td>
</tr>
<tr>
<td>Matea DePoe ATC</td>
<td><a href="mailto:mateadepoe@missoulaboneandjoint.com">mateadepoe@missoulaboneandjoint.com</a></td>
<td>406-542-4702</td>
</tr>
<tr>
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<td><a href="mailto:robertsager@missoulaboneandjoint.com">robertsager@missoulaboneandjoint.com</a></td>
<td>406-542-4702</td>
</tr>
<tr>
<td>Jessica Smith ATC</td>
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<td>406-542-4702</td>
</tr>
<tr>
<td>Erika Stinchcomb, ATC</td>
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<td>406-542-4702</td>
</tr>
<tr>
<td>Stephanie Swindell, ATC</td>
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<td>406-542-4702</td>
</tr>
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**Missoula Jr. Bruins/Youth Hockey**

<table>
<thead>
<tr>
<th>Clinical Preceptor</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mitch Willert, ATC</td>
<td><a href="mailto:mitch.willert@umconnect.umt.edu">mitch.willert@umconnect.umt.edu</a></td>
<td>316-841-0481</td>
</tr>
</tbody>
</table>

**AT in an Orthopedic Practice**

<table>
<thead>
<tr>
<th>Clinical Preceptor</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tasha Kohlwes ATC</td>
<td><a href="mailto:tashakohlwes@missoulaboneandjoint.com">tashakohlwes@missoulaboneandjoint.com</a></td>
<td>406-829-5551</td>
</tr>
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**Supplementary Clinical Experience**

**Physical Therapy Clinic**

<table>
<thead>
<tr>
<th>Clinical Preceptor</th>
<th>Email</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Bob Botkin, PT, ATC</td>
<td><a href="mailto:botkinsportsmed@gmail.com">botkinsportsmed@gmail.com</a></td>
<td>406-542-4702</td>
</tr>
<tr>
<td>Jennifer Bell, PT</td>
<td><a href="mailto:jennifer.bell@mso.umt.edu">jennifer.bell@mso.umt.edu</a></td>
<td>406-243-6827</td>
</tr>
<tr>
<td>Jamie Terry, PT</td>
<td><a href="mailto:endurancephysiotherapy@gmail.com">endurancephysiotherapy@gmail.com</a></td>
<td>406-926-2150</td>
</tr>
</tbody>
</table>

**Immersive Clinical Experiences**

An immersive clinical experience is a practice-intensive experience that allows the student to experience the totality of care provided by athletic trainers. Students must participate in the day-to-day and week-to-week role of an athletic trainer for, at a minimum, one continuous four-week period. Students are expected to obtain a minimum of 150 hours by the end of the immersive clinical experience. There is no maximum number of hours each week during the immersive clinical experience. Students must receive 1 day off every 7 days. These immersive clinical experiences will occur during August and early September, during a student’s second year in the master’s program. Specific dates will be determined by the clinical site and the coordinator of clinical education. Clinical preceptors should provide the students with opportunities to practice the “totality of care” provided by athletic trainers at the site, including evaluation, treatment, rehabilitation, emergency care, injury/illness preventative measures, administrative duties, communication with patients, parents, coaches and healthcare providers, and other duties as appropriate.
**Immersive Clinical Experiences (in addition to those in Missoula)**

<table>
<thead>
<tr>
<th>Clinical Preceptor</th>
<th>Location</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kaleb Birney, ATC</td>
<td>University of Montana-Western</td>
<td><a href="mailto:kaleb.birney@umwestern.edu">kaleb.birney@umwestern.edu</a></td>
</tr>
<tr>
<td>Brian Coble, ATC</td>
<td>Carroll College</td>
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</tr>
<tr>
<td>Rob Higgs, ATC</td>
<td>Montana State Univ. Bozeman</td>
<td><a href="mailto:rhiiggs@msubobcats.com">rhiiggs@msubobcats.com</a></td>
</tr>
</tbody>
</table>

**Additional Clinical Experiences**

Athletic training students are encouraged to seek out clinical experiences that are not listed above during the second year of the program. These may include opportunities in areas outside of Missoula, or outside of Montana. These clinical experiences may be several weeks long or for the length of a full season. Immersive clinical experiences may also be arranged.

Athletic training students who are interested in a clinical experience outside of what is listed above should work with the Coordinator of Clinical Education to establish communication with the prospective clinical site and preceptor(s). Students should begin this process *no later* than the end of the fall semester of the first year in the program. Prospective clinical sites must become formally affiliated with the University of Montana and meet all program requirements for clinical experience sites.

**Non-orthopedic/Non-sport Clinical Experiences**

<table>
<thead>
<tr>
<th>Contact</th>
<th>Location</th>
<th>Contact Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laura Davy</td>
<td>Curry Health Center</td>
<td>406-243-4330</td>
</tr>
<tr>
<td>Maddy Boyle, PA-C</td>
<td>Providence Neurology Specialists</td>
<td>406-327-3853</td>
</tr>
</tbody>
</table>

All ATSs will complete rotations through the Curry Health Center (CHC) and a local medical facility with qualified health care providers (i.e. MD, PA, NP, etc.) for two weeks during the second year of the professional program. These medical facilities provide students with experience in a non-orthopedic, non-sport healthcare setting. Athletic training students are able to observe and gain hands-on experience with a variety of health care professionals. Students are expected to gain roughly 8-10 hours per week of clinical experience in this rotation. The Coordinator of Clinical Education will arrange the dates and times for these rotations at the start of each semester. These dates and times will be provided to both the clinical preceptor as well as the student prior to the first week of classes. Required paperwork for these rotations will be completed prior to the start of the semester. Appropriate attire for this rotation includes dress pants and a collared shirt.
UMATP CLINICAL EDUCATION OBJECTIVES

First Year Master’s Athletic Training Students
Students formally admitted into the Master’s Program

Clinical Requirements:
1. Completion of a minimum of 20 hours in a two-week period or maximum of 60 hours in two weeks during clinical education.
2. Clinical education opportunities at high school/clinic, medical facility, and collegiate settings

Objectives:
Summer/Autumn:
At the conclusion of this semester, athletic training students will:
1. Implement and abide by standard operational policies of an athletic training facility or clinic.
2. Perform routine operational procedures of an athletic training facility or clinic. 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.
3. Perform appropriate injury/illness and treatment documentation utilizing both paper and computerized systems.
4. Apply basic modality treatments with parameters provided by clinical preceptor.
5. Assist with the pre- and post-practice treatment of patients and athletes.
6. Conduct a basic orthopedic evaluation that incorporates patient history, observation, palpation, range of motion, neurovascular, strength, and selective tissue testing.
7. Identify normal and pathologic findings during a clinical evaluation.
8. Describe and assist in appropriate immediate treatment and referral for patients.
9. Use appropriate medical terminology.
10. Understand and implement emergency action plans (EAPs), based on the setting and their role within the EAP.
11. Perform basic taping, wrapping, and bracing techniques.
12. Provide appropriate first aid and emergent care to injured patients under the supervision of a clinical preceptor.
13. Adhere to OSHA standards and guidelines.
14. Adhere to patient privacy and confidentiality standards, rules, and guidelines (including HIPAA, FERPA, and others as applicable).
15. Describe the importance of evaluating patient needs and outcomes as a routine part of patient care.

Spring:
At the conclusion of this semester, athletic training students will:
1. Identify potential hazards and factors that may place athletes and patients at increased risk of injury or illness during physical activity.
2. Perform an appropriate evaluation of a patient that is appropriate to the setting (on-field vs. sideline vs. in clinic).
3. Correlate examination findings to potential underlying pathology/ies.
4. Determine a plausible diagnosis/assessment, and appropriate differential diagnoses, based upon the results of an evaluation.
5. Implement appropriate immediate treatment(s) for a patient, based upon the results of an evaluation.
6. Make an appropriate referral decision, when warranted, to an appropriate healthcare provider.
7. Develop rehabilitation programs under the supervision of a clinical preceptor.
8. Instruct patients to perform therapeutic exercise in a safe manner with correct technique.
9. Select and apply appropriate therapeutic modality treatment(s) to meet patient needs and goals.
10. Describe the psychological and emotional impact of injury/illness on a patient.
11. Explore methods for evaluating patient needs, goals, and outcomes during patient care.
12. Describe methods and interventions to provide psychological and emotional support for patients and athletes.
13. Adjust to challenging or novel environments while providing appropriate emergent care to injured patients under the supervision of a clinical preceptor.
14. Apply effective taping, bracing, and wrapping techniques based on the needs of the patient and the unique circumstances of the environment.
15. Utilize efficient and accurate documentation methods to communicate with other healthcare providers.
16. Describe and initiate effective methods of communication with patients, coaches, parents, and others as warranted.
17. Collaborate and communicate effectively with pre-professional athletic training students, other professional athletic training students, and supervising clinical preceptors.

Year One Course Work:

<table>
<thead>
<tr>
<th>Summer</th>
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<tbody>
<tr>
<td>ATEP 534</td>
<td>Athletic Training Techniques I</td>
</tr>
<tr>
<td>ATEP 542</td>
<td>Lower Extremity Assessment</td>
</tr>
<tr>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>ATEP 544</td>
<td>Upper Extremity Assessment</td>
</tr>
<tr>
<td>ATEP 566</td>
<td>Therapeutic Modalities</td>
</tr>
<tr>
<td>ATEP 569</td>
<td>Clinical Anatomy Lab</td>
</tr>
<tr>
<td>ATEP 540</td>
<td>Practicum in Athletic Training I</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>ATEP 572</td>
<td>Therapeutic Exercise</td>
</tr>
<tr>
<td>HHP 523</td>
<td>Case Studies in Sport Psychology</td>
</tr>
<tr>
<td>ATEP 541</td>
<td>Practicum in Athletic Training II</td>
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<tr>
<td>NUTR 411</td>
<td>Nutrition for Sport</td>
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Second Year Master’s Athletic Training Student
Students formally admitted into the Master’s Program

Clinical Requirements:
1. Completion of a minimum of 20 hours in a two-week period or maximum of 60 hours in two weeks of clinical education.
2. Completion of an immersive clinical experience, as well as a season-long clinical experience (or semester-long if at high school).
3. Completion of a two-week clinical experience at a non-orthopedic/non-sport medical facility.
4. Short clinical experience opportunities at PT clinics, high schools, physician clinics, and collegiate settings.

Objectives:
1. Develop and implement measures to decrease the risk of injury or illness during physical activity, based on identified hazards and risk factors.
2. Perform a concise, accurate orthopedic evaluation of a patient that adapts to the environment, setting, and needs of the patient.
3. Make a timely decision on return to activity status, activity restrictions, and need for referral to another healthcare provider.
4. Develop and adjust rehabilitation programs for patients with specific needs, including post-surgical patients with specific restrictions, patients with pre-existing or chronic illness, and pediatric or geriatric patients.
5. Develop and implement a comprehensive treatment and rehabilitation plan that addresses all aspects of patient recovery.
6. Use information from both clinical and patient outcome assessments to alter, advance, or discontinue treatments and rehabilitation activities.
7. Utilize a variety of techniques and tools during rehabilitation to meet patient goals.
8. Design and implement appropriate return-to-activity progressions for a variety of patients and activity levels.
9. Communicate the risk of re-injury, or injury to other structures, to patients as they resume physical activity.
11. Recognize non-orthopedic conditions that warrant referral, and refer to the appropriate healthcare provider.
12. Apply procedures to limit the spread of communicable and infectious illnesses to patients and others at high-risk (teammates, roommates, others as appropriate).
13. Recommend appropriate treatment, including over-the-counter medications, for non-orthopedic medical conditions and illnesses.
14. Utilize effective documentation methods and strategies that facilitate communication, insurance billing, and are legally defensible.

Year Two Course Work:

<table>
<thead>
<tr>
<th>Summer</th>
<th>Fall</th>
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<tbody>
<tr>
<td>ATEP 535</td>
<td>ATEP 546</td>
</tr>
<tr>
<td>Athletic Training</td>
<td>General Medical Assessment</td>
</tr>
<tr>
<td>Techniques II</td>
<td>Org &amp; Admin in Athletic Training</td>
</tr>
<tr>
<td>ATEP 574</td>
<td>ATEP 578</td>
</tr>
<tr>
<td>Manual Therapy</td>
<td>Practicum in Athletic Training</td>
</tr>
<tr>
<td>Techniques</td>
<td>III</td>
</tr>
<tr>
<td>ATEP 550</td>
<td>ATEP 599</td>
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<tr>
<td>Practicum in</td>
<td>Capstone: Research in AT</td>
</tr>
<tr>
<td>Athletic Training</td>
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</table>
Clinical Education Time Commitment and Expectations

On average students will complete about 15-20 hours a week of clinical education. There will be variation in the number of hours the student will be in the assigned clinical rotation depending on the clinical preceptor to which the student is assigned and the demands of the clinical site and rotation. 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 experience time should be addressed with the Coordinator of Clinical Education.
- The maximum requirement of clinical experience is 30 hours per week or 60 hours in a two-week period (unless in the clinical immersion experience). If students exceed the two-week 60 hours maximum, the Coordinator of Clinical Education will notify them to reduce their clinical hours the following two weeks.
- The minimum hour requirement for students is 10 hours a week (unless a student is specifically scheduled to be off or if the student is in the clinical immersion experience)
- Students must have one day off in a 7-day period (CAATE guideline)
- During the immersive clinical experience, students are expected to obtain a minimum of 20-hours per week. Students must receive 1 day off every 7 days.
- During pre-season or winter-session, students may exceed the 30 hours per week guideline or 60 hours in a two-week period; however students must have one day off in a 7 day period.

Clinical Experience Time Logs:

- Time spent in clinical experiences must be recorded online using ATrack software. Time logged must be verified by an appropriate clinical preceptor on a weekly basis.
- Students have a maximum of 2 weeks to log hours. The Coordinator of Clinical Education must input clinical experience hours into ATrack after 2 weeks.
- Unsupervised time may not be included in the time log. Travel time to an event with a clinical preceptor may not be included in the clinical experience time requirement.
- Students may also track hours on paper using the hour log for their personal records; however, all time must also be logged online in ATrack.
- The Coordinator of Clinical Education will audit clinical experience time logs every Monday at 8AM. Students should attempt to have hours fully up-to-date by this time.
Communicable Disease Policy and Blood Borne Pathogen Policies and Procedures

Purpose
The purpose of this document is to create a plan to control any potential exposures of infectious diseases to students and staff in the athletic training education program.

Policy/Procedure

Vaccinations/Immunization Records:
1. All students are required to have completed or be in the process of completing Hepatitis B vaccinations prior to the start of your clinical rotations in the professional program.
2. All students will have a TB test conducted on a yearly basis beginning prior to their full acceptance into the program and repeated yearly.
3. All other vaccinations as required by the University for admittance to the school should be kept on file at Curry Health Center. Copies may be kept on file with your ATP records.

Student with a Communicable Disease or Suspected Communicable Disease:
1. Students who report for their clinical rotation with severe respiratory infection, diarrhea, fever, sore throat, or skin lesion should report to their assigned preceptor immediately.
   i. If the condition is deemed to be a potential communicable disease the student will be dismissed from their clinical rotation for that day.
   ii. The preceptor/supervisor may suggest follow-up care with Curry Health Center or personal physician for treatment and care.
   iii. The Program Director and/or Coordinator of Clinical Education must be notified.
2. Students should communicate with their preceptor or physician to determine if it is safe to return to their clinical rotation without infecting others.

BBP/Infection Control

What are bloodborne pathogens?
Bloodborne pathogens are infectious microorganisms in human blood that can cause disease in humans. These pathogens include, but are not limited to, hepatitis B (HBV), hepatitis C (HCV) and human immunodeficiency virus (HIV). Needlesticks and other sharps-related injuries may expose workers to bloodborne pathogens. Workers in many occupations, including first aid team members, housekeeping personnel in some industries, nurses and other healthcare personnel may be at risk of exposure to bloodborne pathogens.

Athletic Participation
Decisions regarding the participation of athletes infected with bloodborne pathogens in athletic competitions should be made on an individual basis, following the standard or appropriate procedures generally followed with respect to health related participation questions and taking into account only those facets that are directly relevant to the health and rights of the athlete, the other participants in the competition, and the other constituencies with interests in the competition, the athletic program, the athletes, and the sponsoring schools or organizations.
The following are examples of factors that are appropriate in many settings to the decision-making process:

1. The current health of the athlete;
2. The nature and intensity of the athlete’s training;
3. The physiological effects of the athletic competition;
4. The potential risks of infection being transmitted;
5. The desires of the athletes; and
6. The administrative and legal needs of the competitive program.

**Education of the Physically Active**

In a rapidly changing medical, social, and legal environment, educational information concerning bloodborne pathogens is of particular importance. The athletic trainer should play a role with respect to the creation and dissemination of educational information that is appropriate to and particularized with respect to that athletic trainer’s position and responsibilities.

Athletic trainers who are responsible for developing educational programs with respect to bloodborne pathogens should provide appropriate information concerning:

1. The risk of transmission or infection during competition;
2. The risk of transmission or infection generally;
3. The availability of HIV testing; and
4. The availability of HBV testing and vaccinations.

Athletic trainers who have educational program responsibility should extend educational efforts to include those, such as athlete’s families and communities, who are directly or indirectly affected by the presence of bloodborne pathogens in athletic competitions.

All education activities should, of course, be limited to those within the athletic trainers’ scope of practice and competence, be within their job descriptions or other relevant roles, and be undertaken with the cooperation and/or consent of appropriate personnel, such as team physicians, coaches, athletic directors, school or institutional counsel, and school and community leaders.

**The Athletic Trainer and Bloodborne Pathogens at Athletic Events**

The risk of bloodborne pathogen transmission at athletic events is directly associated with contact with blood or other body fluids. Athletic trainers who have responsibility for overseeing events at which such contact is possible should use appropriate preventative measures and be prepared to administer appropriate treatment, consistent with the requirements and restrictions of their jobs and local, state, and federal law. In most cases, these measures will include:

1. Pre-event care and covering of existing wounds, cuts, and abrasions;
2. Provisions of the necessary, or usually, equipment and supplies for compliance with universal precautions, including, for example, latex gloves, biohazard containers, disinfectants, bleach solutions, antiseptics, and sharps containers.
3. Early recognition and control of bleeding athlete, including measures such as appropriate cleaning and covering procedures, or changing of blood saturated clothes;
4. Requiring all athletes to report all wounds immediately;
5. Insistence that universal precautions guidelines be followed at all times in the management of acute blood exposure;
6. Appropriate cleaning and disposal policies and procedures for contaminated areas or equipment;
7. Appropriate policies with respect to the delivery of life-saving techniques in the absence of protective equipment;
8. Post-event management including, as appropriate, re-evaluation, coverage of wounds, cuts, and abrasions; and
9. Appropriate policy development, including incorporation, with necessary legal and administrative assistance, of existing OSHA and other legal guidelines and conference or school rules and regulations.

*Students in any academic, research or occupational program at The University of Montana-Missoula at risk for bloodborne pathogen exposure are required to present documentation of serologic evidence of immunity (either by vaccination or previous infection and demonstrated by positive titer) to hepatitis B (HBV). Students who cannot meet this requirement, for personal or health reasons, must have their case reviewed by the Institutional Biohazard Committee (IBC) on an individual basis. Final approval or waiver must be granted in writing, prior to their first potential exposure to human blood or other potentially infectious materials. Records of the waiver or approval shall be kept in the students file within the department.*

**PROCEDURE:**
1. Students who are unable to meet the requirements of documentation of immunity, for personal or health reasons must provide written documentation of the reasons, which preclude immunization, for review by the Institutional Biohazard Committee. Requests for review by the IBC must be made by the student early enough to allow resolution prior to the student’s first potential exposure to human blood or other potentially infectious materials.

2. Students who have received the HBV immunization series and remain serologically negative are strongly encouraged to be re-vaccinated. Per the Montana Department of Health and Environmental Sciences, a second complete series of HBV vaccine is recommended if anti-HBs are less than 10 mIU/ml following the immunization series. If the student remains negative after the second series, the student should be identified as a “non-responder”. Upon designation as a non-responder, the student will be informed that they may be at high risk of contracting HBV, what the potential health effects include and encouraged to initiate another series of HBV vaccine. They will need to acknowledge that this non-responders procedure has been followed in writing.

3. Students are required to present, prior to their first potential exposure to human blood or other potentially infectious materials:
   a. Documentation of serologic immunity (>10mIU/ml) or
   b. Documentation of immunization series with plan for final titer and re-vaccination or booster as indicated (see #2 above) or
   c. Documentation of completed review by the Institutional Biosafety Committee (IBC) and signed by the IBC Chairperson with statement of exemption from immunization requirement and waiver form signed by the student.

Students will not be allowed in areas or settings, which may present their first potential exposure to human blood or other potentially infectious materials without this documentation.
4. Antibody titers must be repeated every four years. If the titer is less than 10 mlU/ml a booster must be given.

**EXPOSURES:**

If a student has an exposure (i.e., eye, mouth, mucous membrane, non-intact skin, or potential contact with blood or potentially infectious materials) in a setting sponsored by The University, the individual department sponsoring the activity shall provide the post exposure testing for student and source individual at the department’s expense. Testing and counseling shall be done at the Curry Health Center whenever possible. Records of the exposure and follow-up shall be kept in the student’s file at the Curry Health Center.

**TRAINING:**

Students training shall be done on a yearly basis. The training shall include the requirements of the bloodborne pathogen standard, universal precautions and The University of Montana-Missoula policy. This training is done online at [http://www.umt.edu/research/complianceinfo/IBC/BBP.aspx](http://www.umt.edu/research/complianceinfo/IBC/BBP.aspx). Once training is complete each student will complete the quiz and turn in to the Clinical/Program Director for scoring. A scored copy will be returned to the student and another copy of this training will remain on file in the athletic training program offices.

**Hepatitis B Information**

Hepatitis B virus (HBV) has long been recognized as a pathogen capable of causing a wide spectrum of infections, ranging from asymptomatic seroconversion, subacute, illness with nonspecific symptoms (nausea, fatigue), clinical hepatitis with jaundice, chronic hepatitis, to fulminant fatal hepatitis.

HBV and human immunodeficiency virus (HIV) are transmitted through blood and certain body fluids. Because the transmission of HIV is considerably less efficient than HBV, the risk of HIV infection to employees who must handle blood and other potentially infectious materials is less than for HBV infection. (HIV results in fewer seroconversions following exposure incidents).

Occupational transmission of HBV has been shown to occur via contact with blood or body fluids such as wound exudates, semen, cervical/vaginal secretions, pleural/pericardial/peritoneal fluids, saliva (dental procedures) and pathological specimens (unfixed tissues/organs). Non-occupational transmission can occur by sharing or reusing unsterilized needles and syringes, mucous membrane exposure to blood or body fluids, and homosexual and heterosexual activity. HBV can survive in the dried state for one week or longer and percutaneous contact with contaminated inanimate objects may transit infection. HBV is not transmitted by the fecal oral route.

300,000 persons are infected with Hepatitis B each year in the United States. 50,000 become ill and jaundiced while 10,000 are hospitalized. Annually, 250 people die from Hepatitis B infection. Health officials estimated that 750,000 to 100,000 carriers of the virus live in this country. Chronic carries often have no symptoms and can be identified only by having a blood test. Hepatitis B infection is a major cause of acute and chronic hepatitis cirrhosis and primary liver cancer that is 12-300 times higher than that of other persons. An estimated 4,000 persons die each year from Hepatitis B related cirrhosis and more than 800 die from Hepatitis B related liver cancer.
There is no specific treatment and no known cure for Hepatitis B. Therapy is directed toward relieving symptoms and making the patient more comfortable. While most patients recover, Hepatitis B can be very serious and even fatal.

OSHA now recommends that employees with reasonable anticipated occupational exposure, regardless of how often the exposure may occur be vaccinated for Hepatitis B.

**UMATP Guidelines for Prevention and Management of Communicable Diseases:**

1. Every student must be properly vaccinated with documentation on file (TB and Hep B)
2. **Every student** must complete bloodborne pathogen training on a yearly basis (prior to clinical rotations). To complete bloodborne pathogen training, please visit the following website and read through the presentation: [http://www.umt.edu/research/complianceinfo/IBC/BBP.aspx](http://www.umt.edu/research/complianceinfo/IBC/BBP.aspx)
   
   After you read through the presentation, the BBP Quiz on this webpage should be completed and turned into Program Director via email or to McGill 238 for scoring (valerie.moody@umontana.edu).
3. Students must use Universal Precautions and good hygiene at all times.
4. If there has been potential exposure to a communicable disease or BBP, the student must immediately notify the preceptor and Program Director and the exposure incident form should be completed.
5. If a student becomes ill, students are encouraged to self-isolate and to seek medical treatment from either Curry Health Center or personal physician. In some cases, documentation may be required for return to clinical rotations.
6. Students should communicate medical absences from clinical rotations to the Program Director and/or Coordinator of Clinical Education and their respective preceptor as soon as possible.
Athletic Training Educational Competencies:

The educational competencies matrix is online at ATrack. The entry-level athletic training competencies 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. Students should track the completion of competencies online.

Athletic Training Educational Competencies Outcomes:

The student will complete clinical integration proficiencies as outlined in their clinical course syllabi. These are based on didactic course experience and clinical instruction. The proficiencies should be met by the deadline given by the instructor. The preceptor may evaluate students during clinical practicum courses, during any lab setting in which there is time, or during any study session. The preceptor may also evaluate students at the clinical site. All clinical integration proficiencies must be practiced with a peer and successfully completed under preceptor/instructor observation prior to performing that skill on an athlete. Please be aware of the preceptor’s schedule and schedule appropriate times to complete proficiencies. Plan ahead!

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

Clinical Integration Proficiency Grading Criteria:

P = Proficient/Passed
NP = Not Proficient
NI = Needs Improvement
NE = Not Evaluated
IA = Initial Assessment
**CPR Certification:**
Current CPR certification **must be maintained** throughout the entire program. Students will not be allowed to start a clinical assignment without this certification. Please check due dates on certification to prevent lapses in certification. Re-certification classes are held at various times throughout the year. Students may use the American Red Cross, American Heart Association, or National Safety Council.

**Hepatitis B Vaccine:**
Students are required to have received the Hepatitis B vaccine or have signed a waiver refusing the vaccine prior to the completion of the first clinical assignment. A hepatitis B titer is required to be on file (unless waiver is signed – see Appendix)

**Tuberculosis Test**
Students are required to have a yearly tuberculosis test and will have it completed prior to the start of clinical rotations in the professional program. The test will be repeated yearly before their final year in the program.

**Proof of Insurance Coverage:**
Some of the facilities students may be assigned to require additional personal malpractice insurance. Please see the Program Director for information on purchasing insurance. 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.
The following websites provide additional information regarding professional liability insurance:
- www.nata.org/student/files/marshliability.pdf
- www.hpso.com

**Personal Appearance:**
People express themselves in many different ways, and the recent trends in body piercing, tattooing, and unique hairstyles certainly fall under self-expression. The professional staff enjoys the diverse backgrounds of the students in the program. However, because the Athletic Training Rooms and clinical sites are classified as medical facilities and Athletic Training Students are pursuing an education in a professional field, self-expression should be restricted while working with athletes and patients. All athletic training students must practice good hygiene. Hair should be kept neat and out of the way. Facial hair is discouraged but if it is a permanent (longer than 6 months) appearance feature it must be kept trimmed. Athletic Training Students are expected to use discretion with make-up, perfume, cologne, and jewelry. No attention causing hairstyle or accessories may be worn. If students have any concerns, immediately contact an athletic training staff member or the Athletic Training Program Director. A student’s appearance not only represents his/her personal style but the University of Montana, its faculty, staff, physicians, donors, and alumni, as well as the athletic training profession.
- Tops should be athletic training shirts, University of Montana T-shirts, white or school colored shirts. Open- toed shoes are not acceptable.
- Name tags should be worn at all times.
● **Clothing not acceptable:** tattered or faded blue jeans, overalls, workout sweats or gym shorts, skirts, shorts that are not mid-thigh length, tank tops or halter tops, form fitting or revealing tops, high heel sandals or clogs, open toe shoes.

**Cellular Phones, Beepers, CD Players, Walkman’s, Etc.**

**Personal electronic equipment may not be used during class or clinical experiences.**
Please leave such devices at home. Lost items in the classroom or during clinical assignments are the responsibility of their owners.

**Clinical Education Supervision**

Preceptors 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 preceptor must consistently have auditory and visual interaction with the athletic training student at the site of the clinical experience.

**Clinical Experience Evaluations**

Students will be required to complete evaluations on preceptors and clinical sites. These evaluations are completed at the end of a rotation. Information obtained from these evaluations is utilized to make any necessary improvements or adjustments in the academic program.

These forms are available and to be completed on ATrack by the set dates.

**Professional Development:**

Several opportunities exist to become involved in the profession as an allied health care provider. Students have the opportunity to join national organizations, attend state, district, and national meetings, in addition to applying for professional scholarships. **It is required that students join the National Athletic Trainers’ Association (NATA).** By doing so, students will receive news updates monthly, a quarterly research journal, reduced rates for meeting attendance, and a reduced rate for the BOC examination.
**Recommended Organizations for Student Affiliation:**

National Athletic Trainers’ Association:  [www.nata.org](http://www.nata.org)

American College of Sports Medicine:  [www.acsm.org](http://www.acsm.org)

National Strength and Conditioning Association:  [www.nsca-lift.org](http://www.nsca-lift.org)

**Scholarship Information**

National Athletic Trainers’ Association- Undergraduate and Graduate (members only)
[www.natafoundation.org](http://www.natafoundation.org)

Northwest Athletic Trainers’ Association- Undergraduate and Graduate
[http://nwata.net/scholarship.htm](http://nwata.net/scholarship.htm)

Big Sky Conference Officials Scholarship- see Program Director for information
University of Montana Athletic Training Program
Social Media Policy

Athletic Training Students (ATS)

Public Media
Public media refers to technologies used to communicate messages (dissemination of fact, opinion, and entertainment) and whose mission is to serve or engage a public. Public media domains include print outlets (such as newspapers, books, magazines, posters, flyers, etc.), traditional public and commercial broadcasts (such as TV, radio, film), digital (such as the Internet, e-mail, social networks, podcasting, chatrooms and blogging), and any new platforms and distribution mechanisms to expand reach and engage audiences (listeners, users).

When utilizing any public media outlets, ATS are expected to conduct themselves responsibly as members of the AT Program, the Athletics Department, the College and the community.

Social Networks
Social network sites such as Facebook, Myspace, Friendstar, Xanga, Twitter and Bebo and other new digital platforms and distribution mechanisms facilitate students communicating with other students. Participation in such networks has both positive appeal and potentially negative consequences. It is important that ATS be aware of these consequences and exercise appropriate caution if they choose to participate. **ATS are not restricted from using any on-line social network sites and digital platforms (such as the Internet, e-mail, podcasting, chatrooms, and blog sites).** However, users must understand that any content they make public via on-line social networks or digital platforms is expected to follow acceptable social behaviors and also to comply with federal government, the State of Montana, the University of Montana and the AT Program. **Ignorance of these regulations does not excuse ATS from adhering to them.**

Guidelines
The following guidelines are intended to provide the framework for ATS to conduct themselves safely and responsibly in an on-line environment. As an ATS at the University of Montana you should:

1. Be careful with how much and what kind of identifying information you post on on-line social network sites. Virtually anyone with an *edu* e-mail address can access your page. It is unwise to make available information such as full date of birth, social security number, address, residence hall room number, phone number, cell phone numbers, class schedules, bank account information, or details about your daily routine. All can facilitate identity theft or stalking.
2. Facebook and other sites provide numerous privacy settings for information contained in its pages; use these settings to protect private information.

3. Be aware that potential current and future employers often access information you place on on-line social network sites. You should think about any information you post on Facebook or similar directories potentially providing an image of you to a prospective employer. The information posted is considered public information. Protect yourself by maintaining a self-image that you can be proud of several years from now.

4. **Be sure to not have a false sense of security about your rights to freedom of speech.** Understand that freedom of speech is not unlimited. The on-line social network sites are not a place where you can say and do whatever you want without repercussions.

**Prohibited Conduct**

ATS are highly visible representatives of the college and are expected to uphold the values and responsibilities of the college while meeting all requirements set forth by the University of Montana and the AT Program. The AT Program prohibits malicious and reckless behavior when utilizing public media outlets. It is important that ATS recognize the power of public media domains and the potentially negative image that they can portray about student-athletes, coaches, the athletics program, and the college. The malicious use of on-line social networks or any public media domain shall not be tolerated and may result in disciplinary action. Such malicious uses include, but are not limited to:

1. Derogatory language and remarks about other ATS, athletes, coaches, athletics administrators or representatives of other universities or colleges; UM faculty or staff.

2. Demeaning statements about, or threats to, any third party.

3. Incriminating photos or statements depicting violence; hazing; sexual harassment; vandalism, stalking; underage drinking; selling, possessing, or using controlled substances; or any other inappropriate behaviors.

4. Creating a serious danger to the safety of another person or making a credible threat of serious physical or emotional injury to another person.

5. Indicating knowledge of an unreported felony theft or felony criminal damage to property.

6. Indicating knowledge of an unreported NCAA violation regardless if the violation was unintentional or intentional. If a ATS is found to be inappropriately using an on-line social network, he or she will be in direct violation of this policy and subject to the appropriate sanctions administered by the college or the AT Program.

I have read and understand the social media policy:

___________________________________________
Printed Name

___________________________________________  ______________________
Signature  Date
Athletic Training Students and Relationships Issues

**Clinical Preceptors**

Athletic Training Students will be supervised by their clinical preceptors at all times while in the clinical setting. They are encouraged to discuss educational, clinical, and personal issues with their clinical preceptors whenever an appropriate time presents itself.

**Team Physician/Allied Health Care Professionals**

Athletic Training Students will have the opportunity to meet and work with the Team Physicians and their designees. The physicians will act as medical advisors to the athletic training staff regarding prevention of injuries, care of injuries, and post injury/surgery rehabilitation. The physicians have absolute authority in determining the physical well-being of a student athlete who wishes to participate in intercollegiate athletics at the University of Montana. They also will conduct, with assistance of other medical specialists, the pre-season physicals of all UM intercollegiate athletes. Students will learn a great deal by observing and listening to these health care professionals as they evaluate athletes afflicted with various injuries and conditions. Students are also encouraged to ask questions at the appropriate times.

The University of Montana will utilize a consulting medical specialist whenever deemed necessary. These specialists will be utilized under the referral of the team physician.

**Coaches and Clinical Preceptors**

Possessing the ability to “work and play well with others” is a crucial part of being a team member. Athletic trainers and coaches have the common goal of placing the best team on the field in order to provide the best opportunity to win. Frustrating situations sometimes occur, but for the most part, these can be minimized by effective communication and constant follow-up. Athletic Training Students, under the supervision of their clinical preceptors, will be called upon to communicate with coaches concerning injuries to their athletes. To earn the coaches’ respect and trust, it is important to be thorough, concise, and professional at all times. **Any dating or socializing with coaches or clinical preceptors is strongly discouraged and looked upon as an unprofessional behavior.**

**Athletes**

Treat all athletes with integrity, respect, and courtesy, and expect the same from them. Strive to combine friendliness and concern with professionalism. Confidence and respect will be gained by exhibiting a basic knowledge of athletic injuries and proficiency in athletic training skills. In time, Athletic Training Students will gradually learn the attitudes, temperaments, and peculiarities of individual athletes, and will learn to use this insight to foster a professional relationship with them. Athletic Training Students should encourage athletes to adhere to all of the rules and regulations pertaining to them while in the Athletic Training Room. **Any dating or socializing with the athletes is strongly discouraged and looked upon as an unprofessional behavior.**
NATA Code of Professional Practice

1. Athletic Trainer should neither practice nor condone discrimination on the basis of race, color, sex, religion, or national origin.

2. Athletic Trainer should not condone, engage in, or defend unsportsmanlike conduct or practices.

3. Athletic Trainer should provide care on the basis of the needs of the individual athlete. They should not discriminate on the basis of athletic ability.

4. Athletic Trainer should strive to achieve the highest level of competence. They should use only those techniques and preparations which they are qualified and authorized to administer.

5. Athletic Trainer should recognize the need for continuing education to remain proficient in their practice. They should be willing to consider new procedures within guidelines that assure safety.

6. Athletic Trainer should recognize that person problems and conflicts might occur which may interfere with professional effectiveness. Accordingly, they should refrain from undertaking any activity in which their personal problems are likely to lead to inadequate performance or harm to an athlete or colleague.

7. Athletic Trainer should use care to be truthful and not misleading when stating their education, training, and experience.
Professionalism

The Athletic Training Room is a medical facility and must function as such. One of the attractions to working in the traditional athletic training environment is the sometimes relaxed and casual atmosphere. In this atmosphere, it is very important to be acutely aware of what is being said and who might be listening. An athlete’s medical file is personal and confidential, and the information contained in it cannot be given out without the express written consent of the athlete. To do so is against the law. One way to prevent inadvertent slips and mistakes in judgment is to always represent the University of Montana Athletic Training Program and yourself in a positive and professional manner. Athletic Training Students who adhere to the following rules will develop professionalism:

1. Perform your responsibilities in a mature and professional manner.
2. Always remember that you are representing the University of Montana Athletic Training Program.
3. Be aware of your skill level and your limitations. Only perform those treatments for which you have been evaluated by a clinical preceptor and deemed proficient.
4. Consult your clinical preceptor prior to administering any treatments on athletes.
5. The medical care of athletes is your first priority.
6. Use the proper channels to answer questions and for procedural advice. (Communicate with your preceptor).
7. Respect the right of confidentiality of the athletes and their medical conditions.
8. Assist the professional staff with the daily functions of the athletic training clinic.
9. Assist the professional staff in maintaining accurate treatment logs and other medical records.
10. Assist the professional staff in maintaining confidentiality.
11. Complete assigned tasks in an appropriate and timely manner.
12. Take accurate phone messages that indicate who called, the time and date of the call.
13. Practice universal precautions and maintain excellent sanitary conditions in all procedures.
15. Grant special privileges to no one. All athletes are equals.
16. There will be no excuse for tardiness.
17. Have a working knowledge of the appropriate Emergency Action Plan.
18. Treat the athletic training facility and equipment with respect and care.
19. Apply appropriate tapings, wrappings, and bandages as instructed.
20. Complete Injury Report Forms for all new injuries and log treatments as rendered.
21. Follow rehabilitation protocols on the athletes chart as instructed.
22. Enter SOAP notes in EMR as instructed.
23. Communicate with preceptors regarding new injuries.

24. Be prepared to assist with the care of an injured athlete who is brought in for first aid.

25. When answering the phone, use the phrase, “UM Athletic Training. This is {NAME}. How may I help you?”

26. When traveling with a sport team, you must abide by the athletic code. *No alcohol, drugs, or unacceptable conduct at any time.*

27. When you have free time in the athletic training clinic, use it to discuss relevant topics in sports medicine, or practice athletic training skills on each other.

28. Maintain and stock tables, drawers and counters with the proper items whenever necessary.
Evidence Based Medicine (EBM)

What is EBM?
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 (i.e., 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.

Disciplinary Actions, Grievances and Appeals
At the University of Montana, Athletic Training students are expected to follow the Graduate Studies Catalog and Student Code of Conduct http://www.umt.edu/vpesa/Dean%20of%20Students/default.php/. The program will follow all university policies related to grievances and appeals.

Warning Policy
An Athletic Training Student may be placed on program warning if
1. There have been any disciplinary issues encountered in either the didactic or clinical education experiences.
2. There have been any violations to the professionalism contract.
3. Any of the other retention criteria, ATP requirements and academic standards, or graduate school criteria are not maintained.
4. The student must meet with the Program Director to discuss course of action and plan of improvement.

Probation Policy
An Athletic Training Student will be placed on program probation if
1. Any of the other retention criteria, ATP requirements and academic standards, or graduate school criteria is not maintained.
2. The student must meet with the Program Director to discuss course of action and plan of improvement.
3. The Athletic Training student will be given up to one semester of program probation status in order to remediate the situation.
4. An Athletic Training Student on program probation will have the opportunity to continue in the program; however he/she must demonstrate the successful resolution of program probation (i.e. 3.0 cumulative GPA, clinical hours completed, no further grades of 2.0 or below for courses, professional conduct/behavior).
5. If a student is unable to remediate issues which led to the probation status within the given time frame, the student will be dismissed from the program. The student will receive written notification from the program director regarding this decision.
6. If a student receives a grade below a “C” that student must retake that course the next time it is offered, but must resolve the program probation within one semester. Rearrangements for retaking courses, clinical hours or other retention criteria which resulted in probation will need to be arranged with and approved by the Athletic Training Program Director and the HHP Department Chair.

Dismissal Policy
An Athletic Training Student will be dismissed from the program if:
1. If a student is unable to remediate issues which led to the probation status within the given time frame, the student will be dismissed from the program. The student will receive written notification from the program director regarding this decision.
2. There have been disciplinary issues in didactic or clinical education experiences or violations to the professionalism contract without remediation.
3. Any of the other retention criteria, ATP requirements or academic standards, or graduate school criteria are not maintained.
4. The Athletic Training Student can be dismissed from the program if they have not met
the academic, programmatic, professionalism and retention criteria.
5. The student must meet with the Program Director to discuss course of action and
plan of improvement.
6. Rearrangements for retaking courses, clinical hours or other retention criteria which
resulted in dismissal will need to be arranged with and approved by the Athletic Training
Program Director and possibly the HHP Department Chair and the PJW COEHS Dean. Upon
dismissal, the graduate school will be notified.
7. The student has the right to appeal program dismissal through the graduate school. The
student must first submit a written appeal. The written appeal will be reviewed by the
Graduate School Dean and he/she may 1) deny the appeal; or 2) request a meeting to
discuss the appeal, prior to making a decision.
8. **Readmission:** Students may reapply to the program if the student can show that he
or she has successfully remediated the deficiency that led to dismissal. Readmission will
be determined by the Athletic Training Program faculty and staff. An interview with the
ATP faculty and clinical preceptors may be requested.
9. If the student is granted readmission to the Athletic Training Program, the student will
be readmitted on probationary status for a full semester. If the readmission criteria, ATP
requirements or academic standards are met at the end of the semester, the student will
be removed from probationary status.

**Grievances**
In the event that an Athletic Training student has a grievance against faculty, staff, clinical
instructors, or a fellow student, the following guidelines should be considered: University, College
and Department Criteria for Grievance:

- Harassment
- Unfair practices
- Dishonesty
- Lack of professionalism
- Other

**Grievance Procedures**
1. Inform the individual of the grievance to clarify miscommunication.
2. Attempt to resolve the problem with the individual.
3. If the problem cannot be resolved, involve a third party, such program director or other faculty
   or staff member selected by program director.
4. If the issue continues to be unresolved, submit a grievance in writing to the department chair
   and copy it to the program director. The grievance should specify the action being grieved and
   the requested outcome sought by the student. Once the grievance is received the grievance
   committee of the program director, department chair and dean will review the case and take
   appropriate action.

**Note:** In the event that one of the grievance committee members is involved with the alleged
action, the individual will excuse himself/herself from the matter.

**Appeals Policy**
1. A student may appeal a warning, probation or dismissal from the ATP
2. A student must submit a written appeal, no later than 30 business days to the Program
   Director.
3. The student will have an opportunity to meet with the Program Director, the Chair of the HHP Department as well as the Dean of the Graduate School to discuss their appeal.
ATHLETIC TRAINING PROGRAM FORMS
UM ATP TECHNICAL STANDARDS
THE UNIVERSITY OF MONTANA
TECHNICAL STANDARDS FOR ATHLETIC TRAINING

Part 1 - History and Rationale
The landmark Americans with Disabilities Act of 1990, P.L. 101-336 ("ADA" or "the Act"), enacted on July 26, 1990, provides comprehensive civil rights protections to qualified individuals with disabilities. The ADA was modeled after Section 504 of the Rehabilitation Act of 1973, which marked the beginning of equal opportunity for persons with disabilities. As amended, Section 504 "prohibits all programs or activities receiving federal financial assistance from discrimination against individuals with disabilities who are 'otherwise qualified' to participate in those programs.” With respect to post-secondary educational services, an "otherwise qualified" individual is a person with a disability "who meets the academic and technical standards requisite to admission or participation in the recipient's education program or activity."

Under the Americans with Disabilities Act, Title II and Title III are applicable to students with disabilities and their requests for accommodations. Title II covers state colleges and universities. Title III pertains to private educational institutions; it prohibits discrimination based on disability in places of “public accommodation,” including undergraduate and postgraduate schools.

Given the intent of Section 504 and the ADA, the development of standards of practice for a profession, and the establishment of essential requirements to the student's program of study, or directly related to licensing requirements, is allowable under these laws. In applying Section 504 regulations, which require individuals to meet the “academic and technical standards for admission,” the Supreme Court has stated that physical qualifications could lawfully be considered “technical standard(s) for admission.”

Institutions may not, however, exclude an “otherwise qualified” applicant or student merely because of a disability, if the institution can reasonably modify its program or facilities to accommodate the applicant or student with a disability. However, an institution need not provide accommodations or modify its program of study or facilities such that (a) would “fundamentally alter” and/or (b) place an “undue burden on” the educational program or academic requirements and technical standards which are essential to the program of study.

Part 2 - Use of the Guidelines
The following Guidelines embody the physical, cognitive, and attitudinal abilities an entry-level Athletic Trainer must be able to demonstrate in order to function in a broad variety of clinical situations; and to render a wide spectrum of care to athletes and individuals engaged in physical activity. The Guidelines serve to recognize abilities essential to the development of these entry-level abilities. Further, the Guidelines reflect the necessary and required skills and abilities identified for the entry-level Athletic Trainer as detailed in the Athletic Training Educational Competencies and the BOC, Inc., Role Delineation Study.

Institutions and programs should use these Guidelines as a reference point in the development of specific requirements, "technical standards," for admission to, and completion of, their educational program. Requirements should be objective, measurable, and should be applied to student admission to the program.

Institutions and programs should provide their students with the applicable technical standards in a timely fashion. This could be prior to admission to the institution (for those programs that admit students directly to the program) or soon after the student has entered the institution (for those programs that admit students through a secondary admission process).
While technical standards should be applied to student admission to the institution and/or program, some programs may, additionally, apply technical standards as the student moves through the program, and/or use technical standards as a measure of the student's attainment of criteria for graduation.

Entry-Level Athletic Training Programs must contact and work with their institution's ADA Compliance Officer, Office of Affirmative Action, or appropriate institutional office in the development and implementation of technical standards specific to their institution. This document is only intended as a guide or reference point for the development and implementation of technical standards. The ADA Compliance Officer (or appropriate person) at your institution is a valuable resource in the development and implementation of technical standards. It is strongly encouraged that programs not develop and implement technical standards without this important advice and counsel.

THE UNIVERSITY OF MONTANA
ATHLETIC TRAINING PROGRAM
TECHNICAL STANDARDS FOR ADMISSION

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

Compliance with the program's technical standards does not guarantee a student's eligibility for the BOC certification exam.

Candidates for selection to the ATP must demonstrate:
1. The aptitude to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm;
2. Sufficient postural and neuromuscular control, sensory function, and ability to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients;
3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively;
4. The ability to record the physical examination results and a treatment plan clearly and accurately;
5. The capacity to maintain composure and continue to function well during periods of high stress;
6. The perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced;
7. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations;
8. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care; and
9. The ability to meet the needs of current Commission on Accreditation of Athletic Training Education Programs (CAATE) academic competencies and proficiencies.
Candidates for selection to the athletic training program will be required to verify they understand and meet these technical standards or that they believe that, with certain reasonable accommodations, they can meet the standards.

The Department of Health and Human Performance and the Athletic Training Program conforms to the disability policies of The University of Montana. A student requiring assistance with the technical or physical portions of this course should contact the instructor or the Disability Services for Students (DSS) located in Lommasson Center 154, (406) 243-2243 (Voice/Text)

I certify that I have read and understand the technical standards for selection listed above, and I believe to the best of my knowledge that I meet each of these standards with or without reasonable accommodation(s). I understand that if I am unable to meet these standards I will not be admitted into the program.

Signature of Applicant ______________________________ Date ___________________

Please Print Name _____________________________
AGREEMENT STATEMENT
For Admission to the Athletic Training Program

As a student in the Athletic Training Program at the University of Montana, I agree to the following retention standards:

- enroll as a full-time student (unless approved by Program Director).
- maintain a cumulative grade point average of 3.00 or higher.
- achieve no more than 2 “C” grades in graduate courses.
- achieve no less than a “C” grade in graduate 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.

I understand that I will be expected to complete at least 20 hours every two weeks and a maximum of 60 hours in two weeks and that many of these hours may be during evenings and weekends.

Students who fail to meet the retention criteria will be placed on probation in the Athletic Training Program for a maximum of two semesters. This may limit progress of course sequencing and clinical phases. If standards are not met by the end of the probationary period, the student will be dismissed from the Athletic Training Program. Students who are placed on probation may require remediation as deemed appropriate by the Program Director.

I, ________________________, agree to the above terms and, contingent on UM admission policies, intend to enroll into the Athletic Training Program for the _______(year) entrance period.

________________________________________
Printed Name

________________________________________
Student Signature               Date
Criminal Background Checks

In order to protect the patients, the affiliated clinical sites, the athletic training students and the university, The University of Montana Athletic Training Program (ATP) has a criminal background check policy. ALL students MUST complete a background check prior to full admittance into the ATP and before placement in a clinical education experience with an affiliated clinical site. Incoming first year students must have completed their background check in time for placement at an affiliated site.

Process of Requesting a Criminal Background Check

To start the process, each student should contact Valerie Moody. The student will then be required to contact the vendor (Castle Branch) to begin the online process (www.castlebranch.com). The cost will be approximately $55 for domestic students. For international students the background check may cost up to and over $150. The cost of the background check is a student expense at the time of application.

The Criminal Background Check will include the following criteria:

Package: Standard (Health)
Price Paid to Castle Branch
Montana Statewide Criminal Search
Residency History
All counties outside MT – previous 7 years
Nationwide Criminal Database with Sex Offender
Nationwide Healthcare Fraud & Abuse Search

Package: Annual Recheck (To be paid by the ATP)
Price Paid to Castle Branch
Montana Statewide Criminal Search
Nationwide Criminal Database with Sex Offender
Nationwide Healthcare Fraud & Abuse Search

Storage of Criminal Background: A student’s criminal background information will be stored with the vendor, Castle Branch, and will be considered confidential and will not be released to a third party (affiliated clinical site). If an affiliated clinical site does request this information, the student will need to contact Castle Branch to release his/her information to that affiliated clinical site.
If there is a Criminal Record on File: Once the ATP has received the Criminal Background Check report and there is a record of a misdemeanor (arrest, indictment, conviction, etc.) indicated in your background check, the ATP Director will request that the student completes the Disclosure of Information Form. This form is an opportunity for the student to explain the circumstances of the arrest, indictment or conviction as well as any court action. The disclosure form must be completed by the student and turned into the ATP Director for review. Throughout the process of review, the student will be notified of his or her status.

Normal Procedure for Review of a Record on the Criminal Background Check

Misdemeanor
Step 1: The self-disclosure form will be reviewed by the Program Director and Health and Human Performance (HHP) Department Chair. These individuals will recommend either for or against granting the student admission, or they may recommend a review by the Dean of the College of Education and Human Sciences (COEHS) (see Step 2). A review of a record may begin and end with Step 1.

Step 2 (if necessary): The background check information and self-disclosure form will be reviewed by the Dean of the COEHS. The decision by the Dean is final, unless a formal appeal is requested.

Felony
If there is a record of a felony criminal charge, the disclosure form will be sent directly to The University of Montana officials and reviewed by the Athletic Training Program Director and UM Registrar on a case-by-case basis.

*It must be noted that a record of a felony may prohibit an individual from full acceptance into the ATP and/or from obtaining certification and licensure as an athletic trainer.

Appeals Procedure
If for any reason a student believes any information provided in the background check is not accurate, or if a student is not satisfied with the decision after the review of a criminal record as outlined above, the student has the right to initiate an appeal for which the ATP has established a process:

Appeals Process:
Step 1: Student may request a meeting with the Program Director and Health and Human Performance (HHP) Department Chair. If unsatisfied with the outcome at Step 1, the student may proceed to Step 2.
Step 2 (if necessary): If unsatisfied with the outcome at Step 1, the student may request a meeting with the Dean of COEHS. This step in the appeals process is the final decision.
THE UNIVERSITY OF MONTANA
Athletic Training Program

Clinical Education Infraction Notification

Part I: To be filled out by Clinical Preceptor

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
- Failure to complete clinical hours
- 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 Preceptor ___________________________________________ Date __________________

Part II: To be filled out by Coordination of Clinical Education

Previous warning for similar incident?

- No
- Yes

Type of Previous Infraction____________________________________________ Date________________

Clinical Preceptor Involved___________________________________________________________________

(continued on back side)
Part III: To be filled out by Coordination of Clinical Education

INFRACTION REVIEW MEETING

Date: _________________________  

Comments:  
__________________________________________________________________________  
__________________________________________________________________________  
__________________________________________________________________________  
__________________________________________________________________________  
__________________________________________________________________________  

Action Taken:  
- Warning  
- Deduction of 3% off final grade in Athletic Training Practicum Courses (540/541; 550/551)  
- Repeated Offenses; Suspension from ATP as decided by Program Director  
- Repeated Offense after suspension; Removal from ATP as decided by Program Director & Department Chair

Signature of Student  
Signature of Coordinator of Clinical Education  

Other Participants as Needed:  

Signature of Clinical Preceptor  
Signature of Program Director  
Signature of Department Chair HHP
Photograph Release

I, [print name] ______________________, hereby grant permission to the University of Montana’s Athletic Training Program to take and use photographs, videos, and/or digital images of me for use in the promotion of the program or community materials. These materials might include printed or electronic publications, websites, or other electronic communications. I further agree that my name and identity may be revealed in descriptive text or commentary in connection with the image(s). I authorize the use of these images indefinitely without compensation to me.

________________________________________
Printed Name

________________________________________
Signature

________________________________________
Date
Communicable Disease Policy and Blood Borne Pathogen Policies and Procedures

Purpose
The purpose of this document is to create a plan to control any potential exposures of infectious diseases to students and staff in the athletic training education program.

Policy/Procedure
Vaccinations/Immunization Records:
1. All students are required to have completed or be in the process of completing Hepatitis B vaccinations prior to the start of your clinical rotations in the professional program.
2. All students will have a TB test conducted on a yearly basis beginning prior to their full acceptance into the program and repeated yearly.
3. All other vaccinations as required by the University for admittance to the school should be kept on file at Curry Health Center. Copies may be kept on file with your ATP physical exam.

Student with a Communicable Disease or Suspected Communicable Disease:
1. Students who report for their clinical rotation with severe respiratory infection, diarrhea, fever, sore throat, or skin lesion should report to their assigned preceptor immediately.
   a. If the condition is deemed to be a potential communicable disease the student will be dismissed from their clinical rotation for that day.
   b. The preceptor/supervisor may suggest follow-up care with Curry Health Center or personal physician for treatment and care.
   c. The Program Director and/or Coordinator of Clinical Education must be notified.
2. Students should communicate with their preceptor or physician to determine if it is safe to return to their clinical rotation without infecting others.

BBP/Infection Control

What are bloodborne pathogens?
Bloodborne pathogens are infectious microorganisms in human blood that can cause disease in humans. These pathogens include, but are not limited to, hepatitis B (HBV), hepatitis C (HCV) and human immunodeficiency virus (HIV). Needlesticks and other sharps-related injuries may expose workers to bloodborne pathogens. Workers in
many occupations, including first aid team members, housekeeping personnel in some industries, nurses and other healthcare personnel may be at risk of exposure to bloodborne pathogens.

**Athletic Participation**

Decisions regarding the participation of athletes infected with bloodborne pathogens in athletic competitions should be made on an individual basis, following the standard or appropriate procedures generally followed with respect to health related participation questions and taking into account only those facets that are directly relevant to the health and rights of the athlete, the other participants in the competition, and the other constituencies with interests in the competition, the athletic program, the athletes, and the sponsoring schools or organizations.

The following are examples of factors that are appropriate in many settings to the decision-making process:

1. The current health of the athlete;
2. The nature and intensity of the athlete’s training;
3. The physiological effects of the athletic competition;
4. The potential risks of infection being transmitted;
5. The desires of the athletes; and
6. The administrative and legal needs of the competitive program.

**Education of thePhysically Active**

In a rapidly changing medical, social, and legal environment, educational information concerning bloodborne pathogens is of particular importance. The athletic trainer should play a role with respect to the creation and dissemination of educational information that is appropriate to and particularized with respect to that athletic trainer’s position and responsibilities.

Athletic trainers who are responsible for developing educational programs with respect to bloodborne pathogens should provide appropriate information concerning:

1. The risk of transmission or infection during competition;
2. The risk of transmission or infection generally;
3. The availability of HIV testing; and
4. The availability of HBV testing and vaccinations.

Athletic trainers who have educational program responsibility should extend educational efforts to include those, such as athlete’s families and communities, who are directly or indirectly affected by the presence of bloodborne pathogens in athletic competitions.

All education activities should, of course, be limited to those within the athletic trainers’ scope of practice and competence, be within their job descriptions or other relevant
roles, and be undertaken with the cooperation and/or consent of appropriate personnel, such as team physicians, coaches, athletic directors, school or institutional counsel, and school and community leaders.

**The Athletic Trainer and Bloodborne Pathogens at Athletic Events**

The risk of bloodborne pathogen transmission at athletic events is directly associated with contact with blood or other body fluids. Athletic trainers who have responsibility for overseeing events at which such contact is possible should use appropriate preventative measures and be prepared to administer appropriate treatment, consistent with the requirements and restrictions of their jobs and local, state, and federal law. In most cases, these measures will include:

1. Pre-event care and covering of existing wounds, cuts, and abrasions;
2. Provisions of the necessary, or usually, equipment and supplies for compliance with universal precautions, including, for example, latex gloves, biohazard containers, disinfectants, bleach solutions, antiseptics, and sharps containers.
3. Early recognition and control of bleeding athlete, including measures such as appropriate cleaning and covering procedures, or changing of blood saturated clothes;
4. Requiring all athletes to report all wounds immediately;
5. Insistence that universal precautions guidelines be followed at all times in the management of acute blood exposure;
6. Appropriate cleaning and disposal policies and procedures for contaminated areas or equipment;
7. Appropriate policies with respect to the delivery of life-saving techniques in the absence of protective equipment;
8. Post-event management including, as appropriate, re-evaluation, coverage of wounds, cuts, and abrasions; and
9. Appropriate policy development, including incorporation, with necessary legal and administrative assistance, of existing OSHA and other legal guidelines and conference or school rules and regulations.

*Students in any academic, research or occupational program at The University of Montana-Missoula at risk for bloodborne pathogen exposure are required to present documentation of serologic evidence of immunity (either by vaccination or previous infection and demonstrated by positive titer) to hepatitis B (HBV). Students who cannot meet this requirement, for personal or health reasons, must have their case reviewed by the Institutional Biohazard Committee (IBC) on an individual basis. Final approval or waiver must be granted in writing, prior to their first potential exposure to human blood or other potentially infectious materials. Records of the waiver or approval shall be kept in the students file within the department.*
PROCEDURE:

1. Students who are unable to meet the requirements of documentation of immunity, for personal or health reasons must provide written documentation of the reasons, which preclude immunization, for review by the Institutional Biohazard Committee. Requests for review by the IBC must be made by the student early enough to allow resolution prior to the student’s first potential exposure to human blood or other potentially infectious materials.

2. Students who have received the HBV immunization series and remain serologically negative are strongly encouraged to be re-vaccinated. Per the Montana Department of Health and Environmental Sciences, a second complete series of HBV vaccine is recommended if anti-HBs are less than 10 mIU/ml following the immunization series. If the student remains negative after the second series, the student should be identified as a “non-responder”. Upon designation as a non-responder, the student will be informed that they may be at high risk of contracting HBV, what the potential health effects include and encouraged to initiate another series of HBV vaccine. They will need to acknowledge that this non-responder procedure has been followed in writing.

3. Students are required to present, prior to their first potential exposure to human blood or other potentially infectious materials:
   a. Documentation of serologic immunity (>10 mIU/ml) or
   b. Documentation of immunization series with plan for final titer and re-vaccination or booster as indicated (see #2 above) or
   c. Documentation of completed review by the Institutional Biosafety Committee (IBC) and signed by the IBC Chairperson with statement of exemption from immunization requirement and waiver form signed by the student.

   Students will not be allowed in areas or settings, which may present their first potential exposure to human blood or other potentially infectious materials without this documentation.

4. Antibody titers must be repeated every four years. If the titer is less than 10 mIU/ml a booster must be given.

EXPOSURES:

If a student has an exposure (i.e., eye, mouth, mucous membrane, non-intact skin, or potential contact with blood or potentially infectious materials) in a setting sponsored by The University, the individual department sponsoring the activity shall provide the post exposure testing for student and source individual at the department’s expense. Testing and counseling shall be done at the Curry Health Center whenever
possible. Records of the exposure and follow-up shall be kept in the student’s file at the Curry Health Center.

**TRAINING:**
Students training shall be done on a yearly basis. The training shall include the requirements of the bloodborne pathogen standard, universal precautions and The University of Montana-Missoula policy. This training is done online at [http://www.umt.edu/research/complianceinfo/IBC/BBP.aspx](http://www.umt.edu/research/complianceinfo/IBC/BBP.aspx). Once training is complete each student will complete the quiz and turn in to the Program/Clinical Director for scoring. A scored copy will be returned to the student and another copy of this training will remain on file in the athletic training program offices.

**Hepatitis B Information**

Hepatitis B virus (HBV) has long been recognized as a pathogen capable of causing a wide spectrum of infections, ranging from asymptomatic seroconversion, subacute, illness with nonspecific symptoms (nausea, fatigue), clinical hepatitis with jaundice, chronic hepatitis, to fulminant fatal hepatitis.

HBV and human immunodeficiency virus (HIV) are transmitted through blood and certain body fluids. Because the transmission of HIV is considerably less efficient than HBV, the risk of HIV infection to employees who must handle blood and other potentially infectious materials is less than for HBV infection. (HIV results in fewer seroconversions following exposure incidents).

Occupational transmission of HBV has been shown to occur via contact with blood or body fluids such as wound exudates, semen, cervical/vaginal secretions, pleural/pericardial/peritoneal fluids, saliva (dental procedures) and pathological specimens (unfixed tissues/organs). Non-occupational transmission can occur by sharing or reusing unsterilized needles and syringes, mucous membrane exposure to blood or body fluids, and homosexual and heterosexual activity. HBV can survive in the dried state for one week or longer and percutaneous contact with contaminated inanimate objects may transit infection. HBV is not transmitted by the fecal oral route.

300,000 persons are infected with Hepatitis B each year in the United States. 50,000 become ill and jaundiced while 10,000 are hospitalized. Annually, 250 people die from Hepatitis B infection. Health officials estimated that 750,000 to 100,000 carriers of the virus live in this country. Chronic carries often have no symptoms and can be identified only by having a blood test. Hepatitis B infection is a major cause of acute and chronic hepatitis cirrhosis and primary liver cancer that is 12-300 times higher than that of other persons. An estimated 4,000 persons die each year from Hepatitis B related cirrhosis and more than 800 die from Hepatitis B related liver cancer.
There is no specific treatment and no known cure for Hepatitis B. Therapy is directed toward relieving symptoms and making the patient more comfortable. While most patients recover, Hepatitis B can be very serious and even fatal.

OSHA now recommends that employees with reasonable anticipated occupational exposure, regardless of how often the exposure may occur be vaccinated for Hepatitis B.

**UMATP Guidelines for Prevention and Management of Communicable Diseases:**

3. Every student must be properly vaccinated with documentation on file (TB and Hep B)
4. **Every student** must complete bloodborne pathogen training on a yearly basis (prior to observation or clinical experience). To complete bloodborne pathogen training, please visit the following website and read through the presentation: [http://www.umt.edu/research/complianceinfo/IBC/BBP.aspx](http://www.umt.edu/research/complianceinfo/IBC/BBP.aspx)
   After students read through the presentation, the BBP Quiz on this webpage should be completed and turned into the Program Director via email or to McGill 238 for scoring ([valerie.moody@umontana.edu](mailto:valerie.moody@umontana.edu)).
6. Students must use Universal Precautions and good hygiene at all times.
7. If there has been potential exposure to a communicable disease or BBP, the student must immediately notify the Preceptor and Program Director and the exposure incident form should be completed.
8. If a student becomes ill, students are encouraged to self-isolate and to seek medical treatment from either Curry Health Center or personal physician. In some cases, documentation may be required for return to clinical rotations.
9. Students should communicate medical absences from clinical rotations to the Program Director and/ or Coordinator of Clinical Education and their respective preceptor as soon as possible.

________________________________________
Printed Name

________________________________________
Signature Date
Hepatitis B Waiver Form

Hepatitis B (HBV) is the most common serious liver infection in the world. It is caused by the hepatitis B virus that attacks the liver. The virus is transmitted through blood and infected bodily fluids. This can occur through direct blood to blood contact, unprotected sex, and use of non-sterile needles and from an infected woman to her newborn during the delivery process. The good news is that there is a simple blood test to find out if you have been infected. There is also a safe and effective vaccine to protect you and your loved ones against hepatitis B. The profession of Athletic Training requires contact with individuals in clinical settings that may be infected with the Hepatitis B virus. I understand that due to my occupational exposure to blood or other potentially infectious materials I may be at risk of acquiring hepatitis B virus infection. I have been given the opportunity to be vaccinated with hepatitis B vaccine. However, I decline hepatitis B vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring hepatitis B, a serious disease. If in the future I continue to have occupational exposure to blood or other potentially infectious materials and I want to be vaccinated with hepatitis B vaccine, I can receive the vaccination series.

☐ I decline the Hepatitis B vaccination at this time

________________________________________
Printed Name

________________________________________
Signature

______________________________ Date
Bloodborne Pathogen Exposure/OSHA
Incidence Report Form
Athletic Training Program

Student Information
Name: ___________________________ Student ID#: _________________________
Date of Birth: ____________________ Gender: _____________________________
Address: __________________________ Phone: _____________________________
Email: ______________________________

Description of Incident:
Date: ____________________ Time: ___________________________
Location of Incident: __________________________ Type of Incident: ___________________________
Location of Injury/Illness: __________________________
Name of preceptor or immediate supervisor present: ___________________________
Action/care provided taken after incidence:

Detailed Description of the Incident (please be specific—who, what, where, why, how):

Action Taken by preceptor:

Action taken by Program Director or UM Program Representative:

Signature(s) of athletic training student and Program Director:

________________________________________________________________________
Athletic Training Student ___________________________ Date ____________

________________________________________________________________________
Program Director or UM Program Representative ___________________________ Date ____________
University of Montana Athletic Training Program  
Social Media Policy

Athletic Training Students (ATS)

Public Media
Public media refers to technologies used to communicate messages (dissemination of fact, opinion, and entertainment) and whose mission is to serve or engage a public. Public media domains include print outlets (such as newspapers, books, magazines, posters, flyers, etc.), traditional public and commercial broadcasts (such as TV, radio, film), digital (such as the Internet, e-mail, social networks, podcasting, chatrooms and blogging), and any new platforms and distribution mechanisms to expand reach and engage audiences (listeners, users). When utilizing any public media outlets, ATS are expected to conduct themselves responsibly as members of the AT Program, the Athletics Department, the College and the community.

Social Networks
Social network sites such as Facebook, Myspace, Friendstar, Xanga, Twitter and Bebo and other new digital platforms and distribution mechanisms facilitate students communicating with other students. Participation in such networks has both positive appeal and potentially negative consequences. It is important that ATS be aware of these consequences and exercise appropriate caution if they choose to participate. ATS are not restricted from using any on-line social network sites and digital platforms (such as the Internet, e-mail, podcasting, chatrooms, and blog sites). However, users must understand that any content they make public via on-line social networks or digital platforms is expected to follow acceptable social behaviors and also to comply with federal government, the State of Montana, the University of Montana and the AT Program. Ignorance of these regulations does not excuse ATS from adhering to them.

Guidelines
The following guidelines are intended to provide the framework for ATS to conduct themselves safely and responsibly in an on-line environment. As an ATS at the University of Montana you should:

1. Be careful with how much and what kind of identifying information you post on on-line social network sites. Virtually anyone with an edu e-mail address can access your page. It is unwise to make available information such as full date of birth, social security number, address, residence hall room number, phone number, cell phone numbers, class schedules, bank account information, or details about your daily routine. All can facilitate identity theft or stalking.
2. Facebook and other sites provide numerous privacy settings for information contained in its pages; use these settings to protect private information.
3. Be aware that potential current and future employers often access information you place on on-line social network sites. You should think about any information you post on Facebook or similar directories potentially providing an image of you to a prospective employer. The information posted is considered public information. Protect yourself by maintaining a self-image that you can be proud of several years from now.
4. **Be sure to not have a false sense of security about your rights to freedom of speech.** Understand that freedom of speech is not unlimited. The on-line social network sites are not a place where you can say and do whatever you want without repercussions.

**Prohibited Conduct**

ATS are highly visible representatives of the college and are expected to uphold the values and responsibilities of the college while meeting all requirements set forth by the University of Montana and the AT Program. The AT Program prohibits malicious and reckless behavior when utilizing public media outlets. It is important that ATS recognize the power of public media domains and the potentially negative image that they can portray about student-athletes, coaches, the athletics program, and the college. The malicious use of on-line social networks or any public media domain shall not be tolerated and may result in disciplinary action. Such malicious uses include, but are not limited to:

1. Derogatory language and remarks about other ATS, athletes, coaches, athletics administrators or representatives of other universities or colleges; UM faculty or staff.
2. Demeaning statements about, or threats to, any third party.
3. Incriminating photos or statements depicting violence; hazing; sexual harassment; vandalism, stalking; underage drinking; selling, possessing, or using controlled substances; or any other inappropriate behaviors.
4. Creating a serious danger to the safety of another person or making a credible threat of serious physical or emotional injury to another person.
5. Indicating knowledge of an unreported felony theft or felony criminal damage to property.
6. Indicating knowledge of an unreported NCAA violation regardless if the violation was unintentional or intentional. If a ATS is found to be inappropriately using an on-line social network, he or she will be in direct violation of this policy and subject to the appropriate sanctions administered by the college or the AT Program.

I have read and understand the social media policy:

________________________________________
Printed Name

________________________________________
Signature                                      Date
THESIS,
PROFESSIONAL PAPER,
COMPREHENSIVE
EXAMINATION
INFORMATION
**Thesis Related:**

- Students interested in the thesis option rather than ATEP 599 Research capstone, should notify the Program Director no later than January of the first year in the professional program.
- By February of the first year in the professional paper, a concept paper (1-2 paragraphs) should be developed outlining the research interest for the thesis project as well as identification of a potential thesis chair.
- AT Program faculty will review the concept paper and discuss feasibility of the project. Following this discussion, the Program Director will advise the student on how best to move forward.
- If the student has yet to meet with his/her potential thesis chair, a meeting should be scheduled to begin developing your projected research.
- Students must select the Thesis Examining Committee (see requirements and description on the UM Graduate School website)

**General Information about the Graduate Thesis Committee**

Each master's degree program must include a specific component of research or creative work and a comprehensive evaluation over the content of the discipline. In programs requiring a thesis, these requirements are typically combined and overseen by the thesis examining committee.

**Examining Committee Composition.** The thesis examining committee shall be comprised of a minimum of three voting members as follows:

a. a qualified UM faculty member or adjunct from the program or unit granting the degree who shall serve as chair;

b. a second qualified UM faculty member or adjunct from the program or unit granting the degree, or from a cooperating program or unit in the case of interdisciplinary degree programs;

c. a qualified UM faculty member or adjunct from a program or unit other than the one granting the degree whose primary responsibility is to ensure that the student is held to reasonable academic standards, that the student is treated fairly by all committee members, and that the student's progress is not unduly delayed by failure of committee members to act in a timely manner.

d. Upon the recommendation of the unit, one additional voting member who is a faculty affiliate, a faculty member of another institution of higher learning, or a non-academic expert may be appointed by the Graduate Dean, if he or she is uniquely qualified by training, experience, and/or degrees held to guide and evaluate the thesis.
Students must complete a Graduate Committee Appointment Form at least three weeks prior to the proposal and submit the form to the ATP Program Director.

Students must prepare a thesis or professional paper proposal in consultation with your chosen chair. Once your chair has approved this document, you must schedule a thesis proposal meeting with your chosen committee. They must unanimously approve your proposed research. This meeting must take place during the semester prior to your planned thesis defense.

**General information:**
Approximately one semester before degree is to be awarded, the student must submit to the Graduate School three copies of the Application For Graduation Form and a graduation fee of $45.00. Refer to the graduation deadline calendars at the UM Graduate School Website for the exact date of when to file paperwork.

The Graduate School will conduct a degree audit and send two copies of this form back to the graduate program (one departmental copy and one student copy) early in the graduating semester. The department and student should note any problems and rectify them at least two weeks prior to the end of the final semester by using a Graduation Amendment Form. If the student fails to meet the original graduation date as requested on the form, the student may request the application be reactivated for the following semester by notifying the Graduate School one semester prior to the revised completion date.

You will need to use the following guidelines and templates to properly format your thesis or professional paper. Access the UM Graduate School Formatting Guidelines for the thesis or professional paper and additional Required Forms for graduation (e.g. the Certificate of Approval Form and Final Paper Checklist Form).

After your research has been completed and your chair has approved your thesis or final draft, you must submit a copy to the Graduate School and set a time and place to defend it before your chosen committee.

Upon completion of your thesis defense, you must submit final corrected copies to the Graduate School with appropriate signatures as required by the Graduate School.

**Institutional Review Board Related:**
If your research involves human subjects you must work with your committee chair to complete and submit the UM IRB required paperwork and forms and complete an online course, self-study course in human subject protection (http://www.umt.edu/research/complianceinfo/IRB/) BEFORE you begin collecting any data for your proposed thesis, and if applicable, professional paper, project. Allow
enough time before data collection begins to make any necessary revisions to your IRB submitted paperwork and forms.

“Typical” Timeline: for a thesis is to:

a. Select your Chair and Committee members
b. Complete literature review and chapter 1 – 3
c. Propose your thesis or professional paper project to your full committee
d. Make any revisions necessary
e. Once the proposal is approved, complete and submit IRB related paperwork (the IRB step may not be necessary for professional paper option)
f. Upon IRB approval, begin data collection
g. Data analysis
h. Thesis preparation and submission to graduate committee
i. Inform Graduate school of final defense date
j. Defend final thesis to committee
k. GRADUATION
GRADUATE COMMITTEE APPOINTMENT FORM

STUDENT ______________________ ANTICIPATED COMPLETION DATE ______________

COMMITTEE BEING APPOINTED:

_____ MASTER’S

_____ THESIS OPTION

COMMITTEE MEMBERS:

________________________________ Chair, signed: ______________________________________

________________________________

________________________________

________________________________

APPROVED:

PROGRAM DIRECTOR ______________________ DATE ____________

THIS FORM SHOULD BE COMPLETED AND SUBMITTED TO THE PROGRAM DIRECTOR
3 WEEKS PRIOR TO PROPOSAL/COMPREHENSIVE EXAMS
GUIDELINES FOR COMPLETING A MASTERS THESIS

Introduction

This set of guidelines is intended to give students direction in preparing a thesis. It is not intended to be an exact prescription, since length and style may vary depending upon the topic and the nature of the thesis. Students should confer closely with their thesis advisor before developing a proposal. In addition, it is the student's responsibility to be aware of all graduation and thesis deadline dates. Each semester's deadline dates are established by the graduate school and are also available through your faculty advisor.

General Requirements for Thesis Research

A thesis represents a graduate student's attempt to make an original contribution to the body of knowledge in athletic training. Central to the purpose of each thesis must be a research methodology for the collection of raw data. Based on a research design of sound quantitative or qualitative data collection procedures, a thesis must attempt to measure an original research question, or questions, for the purpose of extending, enhancing, clarifying, or replicating existing knowledge in a specific area of study.

Thesis Proposal Format*

The thesis proposal is normally the first three chapters of the five-chapter final thesis draft. Below are recommended guidelines on what to include in a thesis proposal.

Title Page
Table of Contents
Chapter One: Introduction (Example Headings)
  Introduction (2-5 pages recommended)
  Statement of problem and sub problems
  Research hypotheses (consult with your faculty advisor how to state these, null vs. directional)
  Significance of the study
  Rationale of the study
  Limitations (define these)
  Delimitations (define these)
  Definition of terms
Chapter Two: Review of Related Literature - may be partially complete
  (approximately 75%) with advisor approval. (Use of headings and sub-headings is recommended.)
Chapter Three: Methodology (Example Headings)
  Research setting (where was the research completed?)
  Procedures (include sample selection, instrumentation and all data collection)
Research design and statistical procedures (data analysis)

Prior to the initiation of data collection, a formal proposal should be scheduled with your faculty advisor and the other members of your thesis committee (to be selected by the student - two departmental members and one out-of-department member). Committee members should be selected accordingly based on the nature and context of the research and their expertise in a related area of study.

Proposal presentations should be scheduled according to the guidelines listed below and in conjunction with the availability of the faculty thesis committee. These suggested deadlines are designed to allow the student adequate time for data collection and consultation with your faculty committee during the data analysis and the preparation of your final copy.

Spring completion

If you intend to complete your thesis by the spring deadline, your proposal should occur before the end of November (during the previous Autumn semester).

Summer completion

If you intend to complete your thesis by the summer deadline, your proposal should occur before the end of April (during the previous Spring semester).

Autumn completion

If you intend to complete your thesis by the Autumn deadline, your proposal should occur before the end of June (during the previous Summer session), depending on the availability of the faculty committee during the summer.

The format of the actual proposal is dependent on the faculty advisor and committee. The committee should be well informed as to the nature of the research and should have seen at least one copy of the proposal prior to the presentation. Each committee member should have adequate time to make editorial comments prior to the proposal. The proposal presentation allows a formal discussion of the planned research. The students presentation is introduced by the faculty advisor after which, the student should provide a concise explanation of how the research topic was developed. The presentation by the student should include the following topic areas:

- Introduction and previous research
- Significance of the research
- Statement of the problem and hypotheses to be tested
- Methodology and instrumentation
- Data analysis and statistical handling of the data
A copy of the proposal will be signed by the faculty committee and kept on record by the faculty thesis chairperson. The proposal will be classified as: 1) approved; 2) approved with changes; 3) not approved at this time. Typically, minor changes can be addressed by the student and approved by the faculty thesis chair prior to the completion of the final manuscript.

Students should prepare a formal presentation for the proposal. The proposal will be open to all departmental faculty and students. Graduate students are encouraged to attend.

**Thesis Final Draft Format**

A thesis is normally five chapters as presented below. However, a final thesis draft may adopt another format upon recommendation of the thesis faculty chairperson and approval of the thesis committee.

**Option 1: Grad School Format**

- Title Page
- Abstract
- Dedication (Optional)
- Acknowledgments
- Table of Contents

Chapter One: Introduction (as listed above)
Chapter Two: Review of Related Literature (as listed above)
Chapter Three: Methodology (as listed above)
Chapter Four: Results (include sub-headings to address each hypothesis, tables, figures and graphics should be discussed with your faculty thesis chairperson)
Chapter Five: Discussion
Chapter Six (optional): Conclusions and Recommendations (this may be combined into Chapter Five - consult thesis chairperson)
References/Bibliography (consult thesis chairperson for format)
Appendices (Attach as needed -- Informed consent, pilot study data, raw data, statistical summary tables, instrumentation examples, article to be submitted for publication, see thesis chairperson for additional appendices)

**Option 2: Manuscript Style Format**

- Title Page
- Abstract
- Dedication (Optional)
- Acknowledgments
- Table of Contents

Chapter One: Introduction (as listed above)
Chapter Two: Review of Related Literature (as listed above)
Chapter Three: Methodology (as listed above)
Chapter Four: Manuscript style. Prepare a manuscript ready for submission to a journal of you and your advisors choice.
Chapter Five (optional): Conclusions and Recommendations (this may be combined into Chapter Four - consult thesis chairperson)
References/Bibliography (consult thesis chairperson or journal for format)
Appendices (Attach as needed -- Informed consent, pilot study data, raw data, statistical summary tables, instrumentation examples, article to be submitted for publication, see thesis chairperson for additional appendices)

Style of Writing -- Thesis Proposal & Final Draft

The student is expected to write in clear, concise, and grammatically correct language. The thesis chairperson can select the style of writing format to be used (i.e. APA, 4th Edition, or the format of the target journal for publication). Regardless of writing style, consistency within manuscript is critical.

Completion of Final Draft and submission to the Graduate School

The Graduate School sets the deadline for submission of the approved committee draft of the Master’s thesis. The deadline for final copy submission occurs approximately four weeks before the end of the current semester. Consult the graduate school website and your thesis chairperson for the exact dates.

The format of the thesis defense is similar to the proposal. Students should prepare a formal presentation focusing on the results and discussion of their research. The defense will be open to the public. Graduate students in particular are encouraged to attend.

The thesis defense will be classified as: 1) approved; 2) approved with changes; 3) not approved at this time. Typically, minor changes can be addressed by the student and approved by the faculty thesis chair prior to the submission of the final manuscript to the Graduate School.

The Graduate School accepts electronic theses only.
Thesis Guidelines
The thesis format allows for a student to immerse him/herself into research. What follows is a general timeline to guide the student to be successful in this process.

Working Timeline for Thesis

<table>
<thead>
<tr>
<th>Task</th>
<th>Deadline</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notify Program Director of Interest in Thesis Option</td>
<td>January (1st year)</td>
<td>Schedule meeting with Program Director to discuss thesis option</td>
</tr>
<tr>
<td>Submit Letter to Program Director</td>
<td>February (1st year)</td>
<td>Letter should briefly explain potential research project and identify a potential chair for thesis committee; AT faculty will review, discuss, approve/not approve</td>
</tr>
<tr>
<td>Program Director will Notify Student</td>
<td>February (1st year)</td>
<td>Program Director will provide feedback to student from the AT faculty and advise next steps to move forward</td>
</tr>
<tr>
<td>Select a Committee Chair (AT Faculty member)</td>
<td>March 31st (1st year)</td>
<td></td>
</tr>
<tr>
<td>Develop a short concept paper</td>
<td>April 30th</td>
<td>1-2 page summary of plan that can be given to prospective committee members</td>
</tr>
<tr>
<td>Work with chair to form committee; Complete Graduate Committee Appointment Form to AT Program Director</td>
<td>End of spring semester 1st year</td>
<td>Form located in AT Professional Handbook; Prospective committee members shall be chosen by the student in consultation with his or her committee chair</td>
</tr>
<tr>
<td>If approved to move forward then follow steps below:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AT Program Director will forward appointment form to graduate school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop Chapters 1-3</td>
<td>2nd Year- as determined by committee chair</td>
<td>Once approved by Chair, send out to committee to review prior to proposal (give at least 2 weeks’ notice between reading and proposal)</td>
</tr>
<tr>
<td>Thesis Proposal</td>
<td>As determined by committee chair * Aim for no later than October 31st 2nd year</td>
<td>Once date has been coordinated between committee members, Committee chair should forward information to HHP Administrative Asst. for announcement to department</td>
</tr>
<tr>
<td>Continued Work on Thesis as agreed upon with Committee chair</td>
<td>As determined by committee chair</td>
<td>Once approved by Chair, send out to committee to review prior to scheduled defense (give at least 2 weeks’ notice between reading and proposal)</td>
</tr>
<tr>
<td>Thesis Defense</td>
<td>Before mid-April**</td>
<td>One week prior to defense, the student should send thesis to graduate school for a format check. The Committee chair should notify the graduate school and AT program director of successful defense once completed.</td>
</tr>
<tr>
<td>Upload thesis to graduate school</td>
<td>By end of academic semester</td>
<td>Follow steps outlined on the graduate school website</td>
</tr>
</tbody>
</table>

*Students cannot propose and defend a thesis in the same semester

**The latest a defense can be done is finals week of spring semester before needing to enroll in summer credits
**General tips for the process**

- The timeline presented is a GENERAL timeline - students should work directly with their committee chair to further develop an appropriate timeline for their project.

- Communicate frequently with your chair.

- Meet on a regular basis with your chair.

- Allow for plenty of time between drafts (ie don't expect your chair to turn around a submitted draft in a day - give them time).

- Plan IRB/data collection timeline accordingly (in some instances, data collection may occur prior to proposal of thesis - thesis committee should approve ahead of time).

- Meet with your chair prior to proposal and defense to review your presentations.

- Proposal presentations typically should not go beyond 15-20 minutes in length (leave about 45 minutes for discussion to follow).

- Defense presentations should not go beyond 20-25 minutes in length (leave about 45 minutes for discussion to follow).
# Graduation Checklist

**APPLICATION FOR GRADUATION CHECKLIST**

<table>
<thead>
<tr>
<th>Complete</th>
<th><strong><strong><strong><strong><strong>If any item is Not Applicable, please put “NA” in column.</strong></strong></strong></strong></strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Have I totaled the number of credits I am presenting for my degree?</td>
</tr>
<tr>
<td>3.</td>
<td>Are all the courses submitted for my degree at the graduate level?</td>
</tr>
<tr>
<td>4.</td>
<td>Am I registered for a minimum of THREE credits in my semester?</td>
</tr>
<tr>
<td>5.</td>
<td>Do any of my courses exceed the Graduate School's time limits? If so, they must be re-certified by my department. See Graduate School website: <a href="http://www.unt.edu/grad/Academic%20Policies/The%20Master%20Degree.php">http://www.unt.edu/grad/Academic%20Policies/The%20Master%20Degree.php</a></td>
</tr>
<tr>
<td>7.</td>
<td>Do all the courses highlighted for my degree have a grade? No incomplete or failing grades can be submitted with the graduation application. &quot;F&quot; grades can only be accepted for 591, 599 and 699 course listings.</td>
</tr>
<tr>
<td>8.</td>
<td>Do I have transfer credits that have been approved by my department and the Graduate School? See the Graduate School website: <a href="http://www.unt.edu/grad/Curr%20Students/Enrolled%20Credit%20Transfer.php">http://www.unt.edu/grad/Curr%20Students/Enrolled%20Credit%20Transfer.php</a></td>
</tr>
<tr>
<td>9.</td>
<td>Do I have the signature of a faculty member for the comprehensive examination on the application if I am a doctoral student?</td>
</tr>
<tr>
<td>10.</td>
<td>If I make changes to my degree program after submitting my application for graduation, I will submit an amendment form approved by my program advisor/committee chair.</td>
</tr>
<tr>
<td>11.</td>
<td>Am I prepared to pay the $45 application fee when submitting my application? Please come to the Graduate School first—do not go to the One Card Central Cashier. Please bring a copy of this checklist signed to the Graduate School along with your application for graduation.</td>
</tr>
</tbody>
</table>

I agree that I have completed the items above (that are applicable) to the degree that I am seeking.

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**Student Signature**  
**UoM ID #**

**Print Full Name**