



Athletic Training Program



2023-2024

STUDENT HANDBOOK

Table of Contents

WELCOME	4
ACCREDITATION	4
PERSONNEL.....	5
INTRODUCTION	6
UM AT PROGRAM HISTORY	6
I. PRE-ATHLETIC TRAINING INFORMATION	8
A. PRE-AT REQUIREMENTS.....	8
B. ADMISSIONS REQUIREMENTS.....	9
C. ADMISSIONS POLICIES	9
D. PRE-REQUISITE COURSE EVALUATION.....	10
E. FIVE YEAR PLAN.....	12
F. TWO YEAR PLAN	13
G. THREE YEAR PLAN.....	14
H. MASTERS REQUIREMENTS.....	15
II. UM AT MASTER'S PROGRAM	16
A. UM AT MISSION.....	16
B. PROGRAM CORE PRINCIPLES AND EXPECTED OUTCOMES	16
C. THE PROFESSION	17
D. NATA CODE OF ETHICS	17
E. NATA CODE OF PROFESSIONAL PRACTICE	19
F. PROFESSIONALISM	19
G. AT STUDENTS AND RELATIONSHIPS.....	20
H. GRADUATE STUDENT EXPECTATIONS	20
III. UNIVERSITY OF MONTANA INFORMATION	22
A. UNIVERSITY OF MONTANA STUDENT RIGHTS	22
B. CAMPUS SECURITY SERVICES.....	24
C. SAFETY REGULATIONS AND EMERGENCY PROCEDURES.....	24
D. STUDENT EMAIL.....	25
E. NETID.....	26
F. MOODLE	26
G. MANSFIELD LIBRARY	26
H. SCHOLARSHIP INFORMATION & FINANCIAL ASSISTANCE	26
I. CAMPUS HEALTH SERVICES	27
J. STUDENT ADVOCACY RESOURCE CENTER (SARC).....	27
K. UMAT CLINIC.....	27
L. CAREER/EMPLOYMENT OPPORTUNITIES	27
IV. UM AT INFORMATION.....	28
A. UM ATP STUDENT SPECIFIC POLICIES AND PROCEDURES	28
B. ADDITIONAL COST	29
C. AT CURRICULAR CONTENT STANDARDS	29
D. PROFESSIONAL DEVELOPMENT	30
E. CLINICAL EDUCATION.....	30
F. CLINICAL EDUCATION PLAN.....	31
G. CLINICAL EXPERIENCE EXPECTATIONS.....	32
H. CLINICAL EXPERIENCES OUTSIDE OF MISSOULA	33
I. NON-ORTHOPEDIC/NON-SPORT CLINICAL EXPERIENCES.....	33
J. CLINICAL EDUCATION OBJECTIVES.....	33
K. CLINICAL EDUCATION TIME COMMITMENT AND EXPECTATIONS.....	37
L. CLINICAL EXPERIENCE TIME LOGS	39
M. IMMERSIVE CLINICAL EXPERIENCE GUIDELINES	39
N. GUIDELINES FOR PLACEMENT IN DISTANCE CLINICAL EXPERIENCES	39
O. PERSONAL APPEARANCE	40
P. EMERGENCY ACTION PLANS FOR CLINICAL SITES	40
Q. COMMUNICABLE DISEASE POLICY AND BLOOD BORNE PATHOGEN POLICIES AND PROCEDURES	40
R. CLINICAL EXPERIENCE EVALUATIONS	44

S.	CLINICAL EDUCATION GLOSSARY OF TERMS.....	44
T.	DISCIPLINARY ACTIONS, GRIEVANCES AND APPEALS	45
U.	HELPFUL LINKS AND INFORMATION.....	47
V.	AHEC SCHOLARS PROGRAM	49
VI.	ATHLETIC TRAINING PROGRAM FORMS	51
A.	TECHNICAL STANDARDS	51
B.	AGREEMENT STATEMENT	54
C.	BACKGROUND CHECKS.....	55
D.	CLINICAL EDUCATION INFRACTION NOTIFICATION	57
E.	PHOTO RELEASE.....	59
G.	HEPATITIS B WAIVER FORM.....	61
H.	BLOODBORNE PATHOGEN EXPOSURE/INCIDENT FORM.....	62
I.	CONFIDENTIALITY AGREEMENT FORM	63

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.



Welcome to the University of Montana! Congratulations on your acceptance into the Master of 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.

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.

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 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 Masters in Athletic Training Program at UM received accreditation from CAATE in February 2015. The program achieved re-accreditation in 2022 and will not undergo review again until 2032-2033. (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

Personnel

(CAATE Standard 41)

President	Seth Bodnar
Provost	Dr. Adrea Lawrence (Interim)
Dean COH	Dr. Reed Humphrey
Chair, School IPAT	Dr. John Quindry
Medical Director	Dr. Carla Fritz (CAATE Standard 49)

Athletic Training Faculty

Professor

Valerie Moody PhD, LAT, ATC, CSCS
406-243-2703
valerie.moody@umontana.edu

Mitch Willert MS, LAT, ATC
Clinical Assistant Professor IPAT
608-287-4077
Mitchell.willert@umontana.edu

AT Faculty/Instructors

Nick Cromidas MEd, LAT, ATC
Clinical Assistant Professor IPAT
nick.cromidas@mso.umt.edu

Montanna Windham MSAT, LAT, ATC
Charlie Palmer PhD
Paul Capp MS, LAT, ATC, CSCS
Taylor Purchio MAT, LAT, ATC

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, immediate and emergency care, assessment of injury/illness, therapeutic interventions, healthcare administration, and professional responsibility. Classroom learning is enhanced through clinical education experiences.

The faculty and staff of the School of Integrative Physiology & Athletic Training 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 School of Integrative Physiology & Athletic Training and College of Health. The program meets the standards established by the Commission on Accreditation of Athletic Training Education (CAATE). The MAT program was granted accreditation by the CAATE in February 2015 and successfully achieved reaccreditation in 2022. 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.

UM AT Program History

The Athletic Training Program was one of the first in the nation established in 1971 and initially approved by the NATA in 1977 under the direction of the late NATA Hall of Famer Naseby Rhinehart and Wally Schwank. Since that time, the ATP has been re-approved twice by the NATA, re-accredited twice by CAAHEP (1997 and 2002) and three times by CAATE (2006, 2013, 2015, & 2022). In 2015, the CAATE granted accreditation for the delivery of a Master's degree in Athletic Training. The first class of Master's students and last class of Bachelors students in athletic training graduated in May 2015. The ATP historically was housed within the Department of Health and Human Performance in the Phyllis J. Washington College of Education and Human Sciences. In May 2019, the Master of Athletic Training Program realigned to the College of Health Professions and Biomedical Sciences. In 2019-2020, the Department of Health and Human Performance changed its name to the School of Integrative Physiology and Athletic Training and now resides in the College of Health (formerly known as CHPBS). The AT program has been led by Naseby Rhinehart, Dennis Murphy, Russ Cagle, Scott Richter and now, Valerie Moody as Program Director. Dr. Moody was hired in 2006 to serve as the first full-time Coordinator of Clinical Education (CCE) for the ATP. Scott Richter transitioned from the Program Director role to Chair of the Department of Health and Human Performance before retiring in 2017. Since that time, Jessica Moore was hired as clinical adjunct faculty to serve as an assistant CCE in 2013 and then Dr. Melanie McGrath was hired in 2016 to fill this role. Additional faculty/staff have been added, with Mitch Willert hired in 2017 and Dr. Shane Murphy in 2019. In Summer 2019, Mitch Willert was hired full-time as clinical faculty and assumed the role of Coordinator of Clinical Education for the ATP. Nick Cromidas joined the AT faculty in June 2023.

College of Health Diversity Statement

The University of Montana's College of Health (COH) is home to the Skaggs School of Pharmacy, Family Medicine Residency of Western Montana, School of Social Work, School of Physical Therapy and Rehabilitation Science, School of Public and Community Health Sciences, School of Speech, Language, Hearing and Occupational Sciences, and School of Integrative Physiology and Athletic Training. Our College recognizes the importance of diversity and inclusion to promote equity and excellence in: education; clinical service; neurodiversity; community service; community collaboration; global health; innovative science; effective health policy development; and in effectively responding to the needs of underserved populations. We are

collectively committed to the empowerment of individuals, families, and communities and the promotion of a more just and healthy society.

Goals:

- Advance diversity and inclusion in recruitment, retention, and success for students, faculty and staff at COH.
- Become a community of recognized leaders in diversity and inclusion in education, research, and service in health professions and sciences.
- Create an environment that promotes the dignity and respect of our diverse students, faculty and staff that is responsive to the needs of all persons and recognizes the strength of diverse perspectives to promote health for all.
- Demonstrate dedication to the values of diverse opinions and perspectives while educating a health care workforce that is mindful of the potential for bias in science and health.
- Promote cultural humility as a central principle that allows for providers, students, faculty, and staff to be aware of cultural differences and reduce the potential for unintended harm in clinical or educational settings.

Interprofessional Education

To be prepared for practice in the complex U.S. medical system, it is imperative graduates of AT programs are trained with other health care students and professionals. Interprofessional (IP) training experiences are offered throughout the curriculum to prepare students to work collaboratively and contribute effectively as new practitioners on health care teams. The MAT partners with programs within the College of Health (Physical Therapy, Pharmacy, Public Health, Social Work, Speech Language, Hearing and Occupational Sciences and Family Medicine Residency), across campus (Psychology and Counselor Education) and Nursing programs at Montana State University, and Missoula College to create interprofessional training experiences for students enrolled in these areas of study. The goals and content of the IP curriculum is designed based on the Interprofessional Education Collaborative (IPEC) four core competency domains; Roles/Responsibilities, Teams/Teamwork, Communication Skills, and Values/Ethics.

I. Pre-Athletic Training Information

First Steps

Your first task is to inform the academic adviser of the School of Integrative Physiology & Athletic Training 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 academic adviser. The academic adviser will direct you to an athletic training mentor to schedule an appointment. We will provide you with the following information:

- Pre-requisite course requirements
- Curricular plan
- Admission policies
- Degree requirements

About our Athletic Training Program

The University of Montana offers an accelerated Master of 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 three 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 Integrative Physiology and a Master's Degree in Athletic Training.

Option 2: A two-year Master's Degree in Athletic Training program designed for students who already have a baccalaureate degree.

Option 3: A three-year degree completion plan that allows students increased flexibility for pursuing a Master's Degree in Athletic Training.

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

*For students completing Option 1, both the Bachelor's degree and Master's degree will be officially awarded at the time of graduation.

A. Pre-AT Requirements

The following pre-requisite classes or their equivalents are required to be completed before the start of the Master's program with a grade of "C" or better:

- Kinesiology/Biomechanics
- Anatomy & Physiology I & II (both with labs)
- Exercise Physiology
- General Psychology
- Basic Nutrition
- Statistics
- Biology
- Chemistry
- Physics

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 will be evaluated by the Program Director on an individual basis.

B. Admissions Requirements

1. Submit Athletic Training Student Application through ATCAS (found online at: <https://atcas.liasoncas.com>) (pay application fee to ATCAS \$90)).
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 with a grade of "C" or better (students may be enrolled in pre-requisite courses at time of application). Prerequisite coursework must be completed prior to the start of the professional program.
4. Official transcript(s) of all college coursework (submit to ATCAS).
5. 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.
6. Submit 2 professional letters of recommendation (submit to ATCAS).
 - i. All recommendations must be received by **before your application can be reviewed and scored.**
 - ii. Please do not request recommendations from personal friends. (At least one letter from a Certified Athletic Trainer or other healthcare professional who engages in routine clinical practice is strongly recommended.)
7. Application essay which should address your professional goals and desire for pursuing athletic training as a career. (submit to ATCAS)
8. Current resume (submit to ATCAS).
9. Program Interview- in person, videoconference, or by phone.
10. Submit secondary application to the University of Montana's Graduate School upon acceptance to AT program (<https://gradapply.umt.edu/register/gradapply>) (separate application fee from ATCAS \$60).

*****Please note that the GRE requirement for admission has been removed for future application cycles (approved by Graduate Council September 2021).**

C. Admissions Policies

Students who desire admission into the Master of Athletic Training Program must submit a formal application to ATCAS. Applications will open on August 1st and will be reviewed on a rolling basis until the cohort is filled.

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.

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. 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).
3. Completion of the agreement statement located in professional manual.

4. 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

Application Review	
Grade Point Average	20 points
Pre-Requisite GPA	10 points
Application Essay	20 points
Letters of Recommendation	20 points
Professional Development Points*	20 points
Interview	30 points

*Includes observation hours, professional organization memberships, community service identified on resume

(CAATE Standard 24C, 24P, 28)

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. Students completing observation hours **should not engage in patient care**. Although completion of observation hours is no longer an admissions requirement, we recommend you take time to fully explore the field prior to application.

D. Pre-requisite Course Evaluation


Name of Course	UM Students	Non-UM student	General Course Description
Kinesiology	KIN 322/323	Kinesiology course OR biomechanics course	Anatomy and kinesiology of the neuromusculoskeletal system and body cavities in relation to movement and function.
Biomechanics	KIN 425	Kinesiology course OR biomechanics course	Description and analysis of the fundamental principles of human movement. Includes quantitative study of the Newtonian mechanics governing biological motion and the roles of the musculoskeletal, nervous and cardiovascular systems during human activity.
Anatomy & Physiology I with lab	BIOH 201/202	Human Anatomy w/Lab Physiology w/Lab OR 2 semesters combined	Comprehensive knowledge of human form and function necessary for students preparing for health-related professions. Emphasis on structure, function and homeostatic regulation of body systems with presentation of basic concepts in chemistry and microbiology as they relate to human anatomy and physiology. Covers tissues through nervous system.
Anatomy & Physiology II with lab	BIOH 211/212	Human Anatomy w/Lab Physiology w/Lab OR 2 semesters combined	Comprehensive knowledge of human form and function necessary for students in health-related programs. Emphasis on structure function and homeostatic regulation of body systems with presentation of basic concepts in chemistry and microbiology as they relate to human anatomy and physiology. Covers endocrine through reproductive systems.
Exercise Physiology	KIN 320/321	Exercise physiology course	Investigation of the physiological changes and the significance of these changes as they occur during physical work, activity and exercise. Focus on basic energy, musculoskeletal, nervous, cardiovascular and

			respiratory systems as they relate to aerobic and anaerobic exercise. Emphasis will be placed on the response of these systems to both acute exercise, and the adaptations to chronic exercise.
General Psychology	PSYX 100	General psychology, developmental psychology, lifespan psychology or sports psychology accepted	Introduction to the scientific study of behavior in humans and other animals.
Basic Nutrition	NUTR 221	General nutrition or sport nutrition accepted	The principles of science as applied to current concepts and controversies in the field of human nutrition
Statistics	STATS 216	Any introduction to basic statistics accepted	Introduction to major ideas of statistical inference. Emphasis is on statistical reasoning and uses of statistics.
Chemistry	CHMY 121	General chemistry w/lab	First semester of an introduction to general, inorganic, organic and biological chemistry.
Biology	BIOH 112	General biology w/lab	Explores the fundamentals of structure and function at basic cellular and tissue levels, in addition to the anatomy and physiology of the integumentary, musculoskeletal, and nervous systems
Physics	PHSX 205/206	General Physics w/lab	Mechanics, sound, and heat. For non-physical science majors. This course satisfies the lecture portion of medical school requirements in general physics.

Prerequisites are evaluated based on the criteria listed above. If you have questions about whether a course meets the criteria, please contact the Program Director. Prerequisite courses may still be in progress during the application process. Considerations for admissions are partially based on grades received in prerequisite courses, and therefore it is recommended that the majority of these courses be completed at the time of application. All prerequisites must be completed prior to starting the MAT program in the summer.

E. Five Year Plan

SAMPLE ACCELERATED FIVE YEAR ACADEMIC PLAN (CAATE Standard 24C)

 University of Montana - Four-Year Academic Plan 2023-2024 College of Health Bachelor of Science - Integrative Physiology Pre-Athletic Training Concentration and Master's Athletic Training									
This is an example of a four year graduation plan for a degree in Pre-Athletic Training Concentration. This is a sample academic plan. Students should meet with an academic advisor prior to registration to formulate their own plan.									
Year 1		Year 2		Year 3		Year 4		Year 5	
Fall		Fall		Fall		Fall		Fall	
KIN 201 - Basic Exercise Prescription	3	Human Anatomy & Physiology I + Lab (BIOH 365/366 or BIOH 201/202N at Missoula College)	4	APPLY TO MAT Program (Portal opens August 1)		ATEP 540 - Practicum in Athletic Training I	3	ATEP 550 - Practicum in Athletic Training III	3
CHMY 121N - Intro to General Chemistry	4	AHAT 210/213 - Prev & Care of Ath Injuries + Lab	3	KIN 320/321 - Exercise Physiology Lab (prereq: 201)	4	ATEP 581 - Therapeutic Interventions I	3	ATEP 551- Clinical Immersion II	6
*WRIT 101 - College Writing (last names A-L)	3	NUTR 221N - Basic Human Nutrition	3	HTH 475E - Legal Ethical Issues Hlth Ex Professionals	3	ATEP 569 - Clinical Anatomy Lab	1	ATEP 590 - Research	2
BIOH 112 (Fall only) Human Form and Function I, OR BIOH 113 (Spring only) Human Form and Function II, OR BIOB 160N - Principles of Living Systems	3	M 121 & (M 122: Spr) College Algebra OR M 151 - Precalculus (or M 162, or M171)	3	PHSX 205N/206N - College Physics I + Lab	5	ATEP 545- Sport Related Concussion	2	ATEP 594 - Seminar in AT	1
COLS 194 Curiosity and Life Design (elective seminar)	2	General Education Requirement (L, H, X or Y)	3	PHAR 110N - Use & Abuse of Drug	3	ATEP 543 - Orthopedic Assessment I	3	ATEP 580 - Pharmacology in Sports Medicine (online)	1
				KIN 330 - Motor Learning&Control (FALL only, Prereq:A&P)	3	ATEP 560- Clinical Immersion I	2		
Credits	15	Credits	16	Credits	18	Credit	14	Credit	13
Spring		Spring		Spring		Spring		Spring	
KIN 205 - Foundations HHP	3	BIOH 370/371 Human Anatomy & Physiology II + Lab	4	KIN 447 - Analytic & Com Techniques OR AHAT 342/343 - Therapeutic Interventions/Lab (Upr WRIT)	4	ATEP 541 - Practicum in Athletic Training II	3	ATEP 551 - Practicum in Athletic Training IV	3
CHMY 123/124 - Intro to Organic & Biochemistry + Lab (prereq: CHMY 121)	6	Human Anatomy & Physiology II + Lab (BIOH 370/371 or BIOH 211/212N at Missoula College)	4	KIN 425 - Biomechanics (PREFERRED) OR	3	ATEP 547 - Orthopedic Assessment II	3	ATEP 599 - Research Capstone	2
*COMX 111A - Public Speaking	3	-WRIT 121 - Intro to Technical Writing OR WRIT 201 - College Writing II	3	KIN 322/323 - Kinesiology w/Lab (Both SPR only)	4	HHP 523 - Case Studies in Performance Psychology	3	ATEP 562- Clinical Immersion in AT III	4
PSYX 100S - Intro to Psychology	3	BIOM 250N - Microbiology for Health Sciences (SPR, SUM)	3	STAT 216 - Introduction to Statistics	3	ATEP 583 - Therapeutic Interventions II	3	ATEP 576 - Sport Performance & Tech in AT	3
BIOH 113 or BIOB 160 N (If Needed)	3	M 122 (If Needed) - College Trigonometry		General Education Requirement (L, H, X or Y)	4	ATEP 546 - General Medical Assessment (Blended)	3		
		General Education Requirement (L, H, X or Y)	3	Upper Division Elective 03 or 04 credits	3				
		Elective	3	Upper Division Elective		Completion of Bachelor's Degree in Integrative Physiology with Pre- Athletic Training Concentration.			
Credits	1st year credits: 30	Credits	2nd year credits: 32	Credits	3rd year credits: 35 Total UG Credits: 97	Credits	15	Credit	12
Summer		Summer		Summer	START MAT Program	Summer		Summer	
				ATEP 534 - Emergency Management in AT	3	ATEP 588 - Health Care Administration(Online)	3		
				ATEP 536 - Foundations of Health Care in AT (online)	2	ATEP 585 - Therapeutic Interventions III	3		
				ATEP 537- Foundations of Research & EBP in AT (online)	2				
Credits	0	Credits	0	Credits	7	Credits	6	Credits	
Total Credits	30	Total Credits	62	Total Credits	104	Total Credits	139	Total Credits	164
Notes: * If last names starts with A-L take WRIT 101, M-Z take COMX 111A 2023-2024 Catalog or higher: Either KIN 322/323 OR KIN 425. Replace one class with upper division elective ***See catalog, Program Director, and Advising Office for more details. ***ATEP 540, 541, 550, 551, 560, 581, 562 each require clinical education at various sites. Hour commitments may vary per class (note: clinical rotation assignments and expectations do run outside of the typical semester timeline).									

Program fee: There is an additional fee of \$1186/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 include criminal background check (\$55), vaccinations (\$50), NATA membership fee (\$70), ATCAS application fee (\$90), graduate school application fee (\$60), cadaver lab fee (\$414).

Please Note:

ATEP 540, 541, 550, 551, 560, 561, 562 each requires clinical education at various sites. Hour commitments may vary per class (**note: these clinical rotation assignments and expectations 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.

F. Two Year Plan

SAMPLE TWO -YEAR MASTER'S PROGRAM

Summer First Year Master's Athletic Training Program		
ATEP 534	Emergency Management in AT	3 credits
ATEP 536	Foundations in AT (online)	2 credits
ATEP 537	Foundations of Research & EBP in AT (online)	2 credits
Autumn First Year Master's Athletic Training Program		
ATEP 560	Clinical Immersion in AT I (Hybrid)	2 credits
ATEP 545	Sports Related Concussion	2 credits
ATEP 569	Clinical Anatomy Laboratory	1 credit
ATEP 540	Practicum in Athletic Training I	3 credits
ATEP 543	Orthopedic Assessment I	3 credits
ATEP 581	Therapeutic Interventions I	3 credits
Spring First Year Master's Athletic Training Program		
ATEP 547	Orthopedic Assessment II	3 credits
ATEP 583	Therapeutic Interventions II	3 credits
ATEP 541	Practicum in Athletic Training II	3 credits
HHP 523	Case Studies in Performance Psychology	3 credits
ATEP 546	General Medical Assessment (Hybrid)	3 credits
Summer Second Year Master's Athletic Training Program		
ATEP 588	Healthcare Administration & Leadership in Athletic Training (Online)	3 credits
ATEP 585	Therapeutic Interventions III	3 credits
Autumn Second Year Master's Athletic Training Program		
ATEP 550	Practicum in Athletic Training III (Hybrid)	3 credits
ATEP 561	Clinical Immersion in AT II (Hybrid)	6 credits
ATEP 590	Research (Hybrid)	2 credits
ATEP 594	Seminar in Athletic Training (Hybrid)	1 credit
ATEP 580	Pharmacology in Sports Medicine (Online)	1 credit
Spring Second Year Master's Athletic Training Program		
ATEP 551	Practicum in Athletic Training IV (Hybrid)	3 credits
ATEP 599	Research Capstone in Athletic Training (Hybrid)	2 credits
ATEP 562	Clinical Immersion in AT III (Hybrid)	4 credits
ATEP 576	Performance & Tech in AT (Hybrid)	3 credits
		Total 67 credits

Program fee: There is an additional fee of \$1186/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 include criminal background check (\$55), vaccinations (\$50), NATA membership fee (\$70), ATCAS application fee (\$90), graduate school application fee (\$60), cadaver lab fee (\$414).

Please Note:

ATEP 540, 541, 550, 551, 560, 561, 562 each requires clinical education at various sites. Hour commitments may vary per class (**note: these clinical rotation assignments and expectations 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.

G. Three Year Plan

Sample Three Year Degree Plan

Summer First Year Master's Athletic Training Program		
ATEP 534	Emergency Management in AT	3 credits
ATEP 536	Foundations in AT (online)	2 credits
ATEP 537	Foundations of Research & EBP in AT (online)	2 credits
Autumn First Year Master's Athletic Training Program		
ATEP 569	Clinical Anatomy Laboratory	1 credit
ATEP 580	Pharmacology in Sports Medicine (Online)	1 credit
ATEP 543	Orthopedic Assessment I	3 credits
ATEP 581	Therapeutic Interventions I	3 credits
Spring First Year Master's Athletic Training Program		
ATEP 547	Orthopedic Assessment II	3 credits
ATEP 583	Therapeutic Interventions II	3 credits
ATEP 546	General Medical Assessment (Hybrid)	3 credits
Summer Second Year Master's Athletic Training Program		
No Summer Class Work		
Autumn Second Year Master's Athletic Training Program		
ATEP 560	Clinical Immersion in AT I (Hybrid)	2 credits
ATEP 545	Sports Related Concussion	2 credits
ATEP 540	Practicum in Athletic Training I	3 credits
ATEP 594	Seminar in Athletic Training (Hybrid)	1 credit
Spring Second Year Master's Athletic Training Program		
ATEP 541	Practicum in Athletic Training II	3 credits
ATEP 576	Performance & Tech in AT (Hybrid)	3 credits
HHP 523	Case Studies in Performance Psychology	3 credits
Summer Third Year Master's Athletic Training Program		
ATEP 588	Healthcare Administration & Leadership in Athletic Training (Online)	3 credits
ATEP 585	Therapeutic Interventions III	3 credits
Autumn Third Year Master's Athletic Training Program		
ATEP 561	Clinical Immersion in AT II (Hybrid)	6 credits
ATEP 590	Research (Hybrid)	2 credits
ATEP 550	Practicum in Athletic Training III (Hybrid)	3 credits
Spring Third Year Master's Athletic Training Program		
ATEP 551	Practicum in Athletic Training IV (Hybrid)	3 credits
ATEP 599	Research Capstone in Athletic Training (Hybrid)	2 credits
ATEP 562	Clinical Immersion in AT III (Hybrid)	4 credits
		Total 67 credits

Program fee: There is an additional fee of \$1186/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 include criminal background check (\$55), vaccinations (\$50), NATA membership fee (\$70), ATCAS application fee (\$90), graduate school application fee (\$60), cadaver lab fee (\$414).

Please Note:

ATEP 540, 541, 550, 551, 560, 561, 562 each requires clinical education at various sites. Hour commitments may vary per class (**note: these clinical rotation assignments and expectations 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.

(CAATE Standard 24C)

H. Masters 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. 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 assignments. 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 a remediation plan as deemed appropriate by the Program Director.

(CAATE Standard 24G)

II. UM AT Master's Program

A. UM AT Mission

The mission of the University of Montana Athletic Training Program is to provide a comprehensive, progressive educational and clinical foundation to prepare athletic trainers as members of a multidisciplinary healthcare team. The educational program encompasses current research and formal instruction in the prevention, recognition, evaluation and rehabilitation of injuries in the physically active population. Upon successful completion of this program, the student will be eligible to sit for the BOC examination.

University of Montana Athletic Training- Our Why

The UM AT Faculty, preceptors and staff are committed to delivering the best programming possible to our students. We strive to be recognized as one of the top MAT programs in the Northwest and the country. It is easy to tell people what we do, but more importantly, we want to share why we do what we do (and why we LOVE what we do!):

Our Why:

"To inspire students so that they become engaged and passionate leaders in Athletic Training"

How we accomplish our Why:

- Mentor & Support
- Learn from every experience
- Explore new ideas
- Encourage personal and professional growth
- Act with integrity

B. Program Core Principles and Expected Outcomes

Core Principles

1. The program seeks to provide an effective and interactive learning environment focused on strategies to improve the quality of care to enhance patient outcomes and health.
2. The program seeks to develop the critical thinking, decision-making, and communication skills necessary for success in the delivery of athletic training services as part of a multidisciplinary healthcare team.
3. The program works to provide a foundation for success predicated on evidence-based practice.
4. The faculty, clinical athletic trainers, and athletic training students strive to provide patient-centered care for the athletes/patients in the clinical setting while achieving the educational goals of the student and the program.

Program Expected 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 will be prepared to work in interdisciplinary teams.
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.

(CAATE Standard 240)

C. 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.

Core Competencies:

- Patient Centered Care
- Interprofessional Practice and Education
- Evidence Based Practice
- Quality Improvement
- Healthcare Informatics
- Professionalism

Content Areas:

- Patient/Client Care
- Prevention, Health Promotion and Wellness
- Healthcare Administration

There are also 5 performance domains addressed in the role delineation study, 8th edition published by the Board of Certification. These domains include:

- Risk reduction, wellness, and health literacy
- Assessment, evaluation and diagnosis
- Critical incident management
- Therapeutic intervention
- Healthcare administration and professional responsibility

D. 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, College of Health Professions and Biomedical Sciences, and the University of Montana, as well as the Board of Certification standards (www.bocatc.org)

E. 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 personal 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.

F. 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. A patient's medical file is personal and confidential, and the information contained in it cannot be given out without the express written consent of the patient. 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 preceptor and deemed proficient.**
4. Consult your preceptor prior to administering any treatments on patients.
5. The medical care of patients 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 patients 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.
14. Never leave a patient unattended during a treatment.
15. Grant special privileges to no one. All patients 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 medical documentation for all new injuries and log treatments as rendered.
21. Follow rehabilitation protocols on the patient's 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 patient 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 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.
27. Maintain and stock tables, drawers, and counters with the proper items whenever necessary.

G. AT Students and Relationships

Possessing the ability to "work and play well with others" is a crucial part of being a healthcare team member. Frustrating situations sometimes occur, but for the most part, these can be minimized by effective communication and constant follow-up. Treat all patients 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 patients, and will learn to use this insight to foster a professional relationship with them. Athletic Training Students should encourage patients to adhere to all of the rules and regulations pertaining to them while in the healthcare facility. **Any dating or socializing with the patients is strongly discouraged.**

H. 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

Graduate School Non-Discrimination Policy

The University of Montana is committed to a program of equal opportunity for education, employment and participation in University activities without regard to race, color, sex, age, religious creed, political ideas, marital or family status, physical or mental disability, national origin or ancestry, or sexual orientation.

III. University of Montana Information

A. University of Montana Student Rights

i. **Student Right to Privacy**

In relation to the [Family Educational Rights and Privacy Act \(FERPA\) of 1974](#), the following information may be released to anyone upon request: Student's name, addresses including e-mail, telephone number, dates of attendance, full time/part time status, date of graduation and degree received, school or college, majors, class, student identification photo and academic awards or honors. The Registrar's Office must receive the student's written request during the first two weeks of the semester if a student wishes this information withheld. The form can be found on the [Registrar's](#) website.

In all University disciplinary proceedings under the [Student Conduct Code](#), including cases involving general misconduct and academic misconduct, students have the following rights to confidentiality and due process.

ii. **Affirmative Action**

The University of Montana is committed to taking affirmative action to provide all persons an equal opportunity for education, employment, and participation in university activities without regard to race, color, religion, political ideas, national origin, sex, marital status, age, disability, or sexual orientation.

iii. **[Equal Opportunity and Title IX](#)**

Equal opportunity laws and orders applicable to the University of Montana include, but are not limited to, Title VI and VII of the Civil Rights Act of 1964, Title X of the Education Amendments of 1972, Rehabilitation Act of 1973, Vietnam Era Veterans Readjustment Act of 1974, Executive Order 11246, Montana Fair Practices Act of 1974 and the Montana Nondiscrimination by State and Government Act of 1975.

It is illegal in the State of Montana to discriminate against anyone because of race, religion, color, political ideas, age, marital status, sex, mental or physical handicap, national origin or ancestry in employment, training, public accommodation, financing, education, and government services. With the exception of marital status, this also applies to housing.

All University administrators, faculty and staff have been assigned the responsibility for actively effecting equal opportunity. If you've experienced discrimination, sexual harassment, sexual violence, relationship violence, or stalking, you are strongly encouraged to make a report to the UM Office of Equal Opportunity and Title IX, University Hall, Room 006, Phone: (406) 243-5710, eoaa@umontana.edu. Reporting is confidential and can help to ensure your safety as well as the safety of the entire campus community. Retaliation against any person for making a report or participating in an investigation is strictly prohibited. You have the right to report without further participation in any investigation. Please [see here](#) for further detail.

The University of Montana ("UM") [Discrimination, Harassment, and Retaliation Policy](#) ("Policy") prohibits members of the UM Community (including employees, students, affiliates, and visitors) from engaging in Prohibited Conduct while

participating in activities directly related to the nature of their UM affiliation. Prohibited Conduct (found at Section IX of the Policy) includes discrimination on the basis of race, color, religion, national origin, creed, service in the uniformed services, veteran status, sex, gender, age, political ideas, marital or family status, pregnancy, physical or mental disability, genetic information, gender identity, gender expression, or sexual orientation. The Policy incorporates the [Discrimination Grievance Procedures](#) (“Procedures”), which set forth UM’s resolution processes for violations of the Policy.

iv. **HIPAA Regulations**

Congress enacted *HIPAA* in 1996 to, among other things, improve the efficiency and effectiveness of the health care system through the establishment of national standards and requirements for electronic health care transactions and to protect the privacy and security of individually identifiable health information.

Collectively, these are known as *HIPAA*’s Administrative Simplification provisions, and the U.S. Department of Health and Human Services has issued a suite of rules, including a privacy rule, to implement these provisions. Entities subject to the *HIPAA* Administrative Simplification Rules (see 45 *CFR* Parts 160, 162, and 164), known as “covered entities,” are health plans, health care clearinghouses, and health care providers that transmit health information in electronic form in connection with covered transactions. See 45 *CFR* § 160.103.

“Health care providers” include institutional providers of health or medical services, such as hospitals, as well as non-institutional providers, such as physicians, dentists, and other practitioners, along with any other person or organization that furnishes, bills, or is paid for health care in the normal course of business. Covered transactions are those for which the U.S. Department of Health and Human Services has adopted a standard, such as health care claims submitted to a health plan. See 45 *CFR* § 160.103 (definitions of “health care provider” and “transaction”) and 45 *CFR* Part 162, Subparts K–R.

The *HIPAA* Privacy Rule requires covered entities to protect individuals’ health records and other identifiable health information by requiring appropriate safeguards to protect privacy, and setting limits and conditions on the uses and disclosures that may be made of such information without patient authorization. The rule also gives patients’ rights over their health information, including rights to examine and obtain a copy of their health records, and to request corrections.

General Principle for Uses and Disclosures

Basic Principle. A major purpose of the Privacy Rule is to define and limit the circumstances in which an individual’s protected health information may be used or disclosed by covered entities. A covered entity may not use or disclose protected health information, except either: (1) as the Privacy Rule permits or requires; or (2) as the individual who is the subject of the information (or the individual’s personal representative) authorizes in writing.

Required Disclosures. A covered entity must disclose protected health information in only two situations: (a) to individuals (or their personal representatives) specifically when they request access to, or an accounting of disclosures of, their protected health information; and (b) to HHS when it is undertaking a compliance investigation or review or enforcement action.

Criminal Penalties. A person who knowingly obtains or discloses individually

identifiable health information in violation of the Privacy Rule may face a criminal penalty of up to \$50,000 and up to one-year imprisonment. The criminal penalties increase to \$100,000 and up to five years imprisonment if the wrongful conduct involves false pretenses, and to \$250,000 and up to 10 years imprisonment if the wrongful conduct involves the intent to sell, transfer, or use identifiable health information for commercial advantage, personal gain or malicious harm. The Department of Justice is responsible for criminal prosecutions under the Privacy Rule.

B. Campus Security Services

No University of Montana staff member or employee is authorized to contact or call in off-campus security forces (such as city police) except upon authorization of a vice president or president.

Papers or materials of any kind shall not be removed from academic or administrative offices and related spaces, except as authorized by the person or persons having custody of such materials.

Academic or administrative offices, laboratories, and analogous spaces shall not be entered for purposes of search.

These policies do not preclude routine activities of staff, including janitorial and security personnel, which take place within the established framework of University policy and procedure.

OPEN BUILDINGS

University police officers and physical plant personnel are not permitted to open doors or unlock buildings unless they are so authorized by the director of physical plant.

USE OF BUILDINGS AFTER MIDNIGHT

Any student using buildings after midnight must be given permission to use the specific spaces concerned, at specified time, by the Program Director concerned. Permission is given in the following manner; the Program Director will notify the Director of Physical Plant in writing of his/her permission and will provide the following information:

1. Names of students concerned.
2. Room or space which the students have permission to use.
3. Period of time for this permission, that is, one specified night, one specified week, or one specified semester.

The physical plant office will give night watchmen official notice of such permission. Any student found in buildings without such prior notice and permission will be asked to leave by the watchman.

C. Safety Regulations and Emergency Procedures

1. **Accidents:** If you are injured during a class, report the injury to the course instructor immediately and seek appropriate medical attention through Curry Health Center or emergency medical services. Also notify the AT Program Director of any injuries sustained in class at your earliest possible convenience.
2. **Laboratory equipment:** Please report broken or missing laboratory equipment to the instructor immediately.

3. **Emergency Procedures:** Per UM Policy (i.e., bomb threat, violence on campus etc.)
4. **Hazardous Material Management:**
 - a. Call Environmental Health and Risk Management at 243-4503 for free pick up of your biohazardous waste.
 - b. Red bagged hazardous materials are to be disposed of in the appropriate receptacle in the AT laboratory.
 - c. Sharps containers are to be replaced by UM facilities when required.
 - d. View UM Policy on [Hazardous Materials](#) for more information.
5. **Blood Borne Pathogen Policy**
 - a. All students and faculty with exposure risk to blood borne pathogens are required to complete the BBP training and exam each fall semester. Records are kept by the AT Program Director per UM Policy.
6. **Safety during Clinical Experiences**
 - a. Students are required to follow all safety guidelines while on clinical affiliations, as outlined in the clinical education and student handbooks. Policies and procedures related to personal protective equipment (PPE) and blood borne pathogen (BBP) exposures are to be strictly followed by students.
 - b. Students are required to communicate with the Program Director or Coordinator of Clinical Education as soon as any personal or professional circumstances or safety issues arise that might impair their ability to maximize their learning potential during the clinical experience.
 - c. In the event that a student is injured while at their clinical site, they should seek immediate medical attention. Students are not considered employees of the clinical site and thus are responsible for any expense related to medical care provided. If a student is injured before or during their clinical experience, they should notify the Program Director or Coordinator of Clinical Education to determine if the injury will impair their learning experience and develop a plan to address any missed clinical time or accommodation requests.
 - d. During a clinical experience, an affiliated clinical site serves as an extension of the UM learning environment and UM Policy and Procedures may apply. Any student who believes they may have experienced Prohibited Conduct is encouraged to reach out to the Program Director or Coordinator of Clinical Education and/or the [UM Office of Equal Opportunity and Title IX](#).

D. Student Email

Email is the official form of communication for UMAT: You have been provided with a University email account through [UMConnect](#). This account will be the only way you will receive electronic communication from the faculty and University. The University faculty/staff are not allowed to communicate with students through the student's personal email account(s), via text messaging, or on social media. The faculty are to only use the UMConnect (or umontana) student addresses. **You are expected to access your UMConnect accounts daily during the academic year and clinical experiences to review emails from the faculty/staff and to keep space for new messages available in your UMConnect mailbox.**

You can link your UMConnect account to your personal email account. However, you must remember to delete the messages from your UMConnect box as deleting them via your personal account does not remove them from the UMConnect box. It is an expected professional behavior to stay abreast of your emails. You are expected to routinely review your UMConnect mail while you are in your clinical experiences as critical UM AT program information is often shared with students during this time.

E. NetID

Your NetID provides login access to many University of Montana network resources. Your NetID is your first initial and last initial followed by six numbers (ab123456). An "e" on the end indicates employee status. Here are some of the network services you can access with your NetID:

- Moodle
- UMConnect (student email)
- CyberBear
- Mansfield Library resources
- WirelessVPN
- IT computer labs

Finding your NetID: You can find your NetID by going to the [NetID lookup tool](#) and entering your name and birthdate. Your initial password is the last six digits of your UM ID (790 number). NetID password management:

NetID help: If you have a question about your password, contact [UM IT Help Desk](#).

F. Moodle

[Moodle](#) is a web-based online instructional tool commonly utilized as a course supplement for athletic training courses. Faculty post syllabi, handouts, power point presentations, assignments, learning activities, and course grades accumulated during the semester on these Moodle supplements. You access Moodle from the UM web home page. You access your individual Moodle account using your User ID (NetID) and password.

G. Mansfield Library

Please view the [Maureen and Mike Mansfield Library](#) website for their operation hours.

The library includes separate collections housed in the Journalism and Law Schools. These campus libraries contain more than 600,000 volumes in their collections. The books and serials are organized into four main areas: Humanities, Science, Social Science and Documents. The library also maintains an interlibrary loan program for students and faculty through affiliation with major library networks and individual research libraries, both in the United States and abroad.

H. Scholarship Information & Financial Assistance

National Athletic Trainers' Association- Undergraduate and Graduate (members only)
www.natafoundation.org

Northwest Athletic Trainers' Association- Undergraduate and Graduate
<http://nwata.net/scholarship.htm>

Big Sky Conference Officials Scholarship- see Program Director for information

For More Information on Scholarships and Awards, please visit:
<https://www.umt.edu/finaid/scholarships/default.php>

(CAATE Standard 24N)

For More Information on Financial Aid, please visit:

<https://www.umt.edu/finaid/default.php>

(CAATE Standard 24H)

I. Campus Health Services

Health services for students in the AT program are available at the [Curry Health Center](#). Curry Health Center provides quality, affordable and accessible health care for students at UM. Our medical, counseling, dental and wellness departments promote a healthy campus by partnering with students in meeting their health care needs within a framework of compassion, respect, and inclusiveness. Access to Curry Health Center is primarily through the payment of the Curry Health fee.

Services provided through the Curry Health Center include

- i. [Medical services](#)
- ii. [Dental services](#)
- iii. [Counseling](#)
 1. Individual Counseling
 2. Group Therapy
 3. Urgent one-time Appointment
 4. Behavioral Health Options
- iv. [Pharmacy services](#)
- v. [Wellness Program](#)

J. Student Advocacy Resource Center (SARC)

The [Student Advocacy Resource Center](#) celebrates diversity, supports the right of all students to pursue success in our academic community, openly respects and cares for everyone, and is committed to a campus free from discrimination and unwelcome physical, sexual, emotional or social coercion. It is our goal that every interaction and every communication be respectful, considerate, professional, and supportive.

Services: If you have experienced sexual or other violent assault, harassment, stalking, intimidation, or discrimination, SARC is here to help you.

Our services are comprehensive, and we actively listen, believe in, assist, and support our clients. Based upon your decisions and choices, we also provide referrals and connections, within the justice, medical, and social service systems.

Our work is personal for you and your circumstances. SARC promotes a community that is free from coercion or aggression in any form.

Services are free and confidential to students.

K. UMAT Clinic

The on-site AT Clinic located in McGill 235 provides athletic training services for club sports. The AT Clinic also serves as a clinical education site for our students.

L. Career/Employment Opportunities

Students are welcome to use the services of the [Experiential Learning & Career Success](#) (ELCS) office, Aber Hall, 2nd Floor.

IV. UM AT Information

A. UM ATP Student Specific Policies and Procedures

i. **Student Conduct in the Classroom**

The instructional program is based upon the premise that students enrolled in a class are entitled to receive instruction free from interference by other students. Accordingly, in classrooms, laboratories, studies, and other learning areas, students are expected to conduct themselves in an orderly and cooperative manner so that the faculty member can proceed with instruction. Faculty members (including graduate teaching assistants) may set reasonable standards for classroom behavior in order to serve these objectives. If a student believes that the behavior of another student is disruptive, the instructor should be informed. During class, students are not permitted to be on personal/handheld devices e.g., phones, tablets, laptops, for non-classroom work. If students are given permission to use personal/handheld devices, they are to be used only for educational purposes related to the class.

ii. **Unprofessional Behavior**

1. Unprofessional behavior by a student, in and out of the school, including behavior associated with the use of social media (see policy), may be considered grounds for disciplinary action as outlined in the University's Student Conduct Code. **These consequences may include receiving a failing grade for a course and/or dismissal from the program.** Unprofessional behavior includes but is not limited to conduct inconsistent with the profession's code of ethics, values and professional/generic behaviors, and the University's [Student Conduct Code](#).
2. When an **incident of alleged unprofessional behavior** is discovered, the course instructor or appropriate person will follow procedures as outlined in the Student Conduct Code for communicating with the student and processing a grade when applicable.
3. **Repeated unprofessional behaviors** reported on the same student will require the student to meet with their advisor and develop a plan of action to remediate/resolve the unprofessional behavior(s) identified by the faculty.
4. The Program Director and/or faculty member will consider the alleged infraction and **determine a course of action** that may include placement on Concern or Probationary status, suspension, or expulsion.
5. **When an incident of unprofessional behavior is deemed egregious, or a student has not corrected unprofessional behaviors** they have been counseled on to the satisfaction of the Program Director in an agreed upon timeline, the Program Director will determine a course of action that may include remaining on Concern or Probationary status, suspension, or expulsion from the AT Program.

iii. **Dress Code**

1. **General:** Faculty and students are expected to dress in a clean and professional manner and be well groomed when giving presentations, listening to guest speakers, or working with patients or the public. Dress code for traditional class time, such as lecture, does not require professional attire.

2. **Laboratory:** Appropriate dress varies with the laboratory situation and specific information is presented when each course convenes. Shoes are not to be worn while sitting/lying on the treatment tables. Please consult your individual course syllabi for course-specific requirements e.g., Clinical Anatomy.
3. **Name tags** are required during clinical experiences and lab experiences with outside guests.

B. Additional Cost

There will be additional costs (above tuition and fees: <https://www.umt.edu/finaid/cost-of-attendance/default.php>) for the AT program. Program fee: There is an additional fee of \$1186/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 include criminal background check (\$55), vaccinations (\$50), NATA membership fee (\$70), ATCAS application fee (\$90), graduate school application fee (\$60), cadaver lab fee (\$414). Transportation is needed for all off-campus clinical rotations. Each student will have a minimum of one off-campus site. Any concerns about transportation to off-campus sites should be communicated with the Coordinator of Clinical Education immediately.

The MAT curriculum includes training in skills that may require additional certification beyond Athletic Training, including but not limited to Graston Soft Tissue Manipulation Technique. The required educational material to sit for these complementary certifications is embedded within course curriculum; however, additional costs to receive the certifications are expected. These certifications are not mandated nor will they effect the eligibility to sit for the athletic training board of certification exam. UMAT Students will receive discounted prices (Graston - \$600) if they choose to obtain these additional certifications. These pricing options may vary and are not controlled by the UM ATP.

C. AT Curricular Content Standards

The curricular content standards matrix is online at ATrack. All courses containing curricular content standards are taught and evaluated at the graduate level (**CAATE Standard 9**). The entry-level athletic training standards 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 standards online.

Athletic Training Curricular Content Standards:

The student will complete curricular content standards as outlined in their course syllabi. These are based on didactic course experience and clinical experience requirements over the course of two years (**CAATE Standard 10**). The standards should be met by the deadline given by the instructor. The preceptor may evaluate students during clinical practicum courses, during any lab/course setting in which there is time, or during any study session. The preceptor may also evaluate students at the clinical site. All curricular content standards must be practiced with a peer and successfully completed under preceptor/instructor observation prior to performing that skill on a patient. Please be aware of the preceptor's schedule and schedule appropriate times to complete these. Plan ahead!

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

Curricular Content Standards Grading Criteria:

Development: ATS needed verbal cuing and physical assistance from preceptor. Constant preceptor support throughout tasks/evaluations/skills was needed in completing tasks. Inconsistent ability to recognize and treat the signs/symptoms and issues noted while performing the tasks/evaluations/skills. However, the ATS is progressing toward the standard while demonstrating partial skill acquisition and knowledge.

Proficient: ATS was able to handle situation better than average. Needed minimum guidance or prompting at times from preceptor in competing tasks/evaluations/skills. ATS was able to recognize and properly treat/handle situation as well as expected for current standard level of care.

Advanced: ATS successfully completes tasks/evaluations/ skills without Preceptor guidance or prompting. Completed tasks/evaluations/skills safely, consistently, and thoroughly. Completes necessary steps and in proper sequence. Demonstrates confidence in abilities. ATS exceeds the standard.

D. 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

American College of Sports Medicine: www.acsm.org

National Strength and Conditioning Association: www.nscf-lift.org

E. 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 (**CAATE Standard 14**). Clinical education encompasses clinical experiences (supervised by an AT or MD/DO) (**CAATE Standard 31**), immersive clinical experiences (supervised by an AT) (**CAATE Standard 16**), 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 preceptors on the campus of the University of Montana as well as off-campus affiliated sites. All clinical experiences are encompassed within practicum and immersion 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 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 Model¹ (see Table 1) (**CAATE Standard 15**). *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. Placement of students into clinical rotations is not prejudicial or discriminatory and the Coordinator of Clinical Education works closely with preceptors to ensure this is upheld. (**CAATE Standard 30**).

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

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

F. 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 preceptors (**CAATE Standard 15**). The Coordinator of Clinical Education decides placement of students with 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 (**CAATE Standard 17**):

- 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 begin their clinical rotations with an immersive clinical experience during the pre-season/early fall. In addition, students are assigned to a variety of rotations, sometimes under the supervision of the same preceptor. These rotations are designed to provide a breadth of experiences in healthcare settings, with a variety of patients and 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 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 two separate immersive experiences, one taking place in the fall and one in the spring semester. The remaining clinical experience time is allotted to additional rotations that may vary in length, including non-orthopedic, non-sport clinical experiences. 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 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, contemporary expertise of the preceptor, the commitment of the preceptors in teaching students, 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.

G. 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. Fall semester clinical experiences run August 1 – December 31, and Spring semester clinical experiences run January 1 – end of semester. Students are expected to make themselves available based on the schedule they are assigned.
- Students should contact their assigned 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 (**CAATE Standard 26G, I, J**).
- Students and preceptors should perform an orientation to the clinical site, and complete the Clinical Rotation 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 prior to the start of patient care (**CAATE Standard 29**).
- Students may only provide patient care when supervised by a 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 preceptor, but not yet formally taught and evaluated in class, must be evaluated by the preceptor and documented on the appropriate form on ATrack (**CAATE Standard 15**).

- 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 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.
- Students must wear their program nametag at all times during clinical experiences (**CAATE Standard 26A**).

H. Clinical Experiences Outside of Missoula

Athletic training students may seek out clinical experiences 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. Travel to and from sites is the responsibility of the student. (**CAATE Standard 24K**)

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.

I. Non-orthopedic/Non-sport Clinical Experiences

All ATs will complete rotations through the Curry Health Center (CHC) and a local medical facility with a variety of health care providers (i.e., MD, PA, NP, etc.). Additional non-orthopedic experience will be available to students in the Rhinehart Athletic Training Center on days when Dr. Fritz is seeing patients (typically Mondays and Thursdays).

These medical facilities provide students with experience in a non-orthopedic, non-sport healthcare setting (**CAATE Standard 18, 71**). 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 15-20 hours 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 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, as well as appropriate professional shoe wear for a clinic environment (closed-toe, no tennis shoes).

J. 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. Completion of an immersion experience, in which students are to complete at least 100 hours over the span of a 4-week time period. There is no maximum number of hours each week during the immersive clinical experience. Students are not required to take 1 day off every 7 days. However, preceptors are

encouraged to discuss expectations with their student(s) and provide time off as appropriate for the clinical experience.

3. Clinical education opportunities at high school/clinic, other healthcare facilities, and collegiate settings.

Objectives:

Preseason/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 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. Perform and document evaluations of patients with non-orthopedic medical conditions.
8. Recognize non-orthopedic conditions that warrant referral, and refer to the appropriate healthcare provider.
9. Develop rehabilitation programs under the supervision of a clinical preceptor.

10. Instruct patients to perform therapeutic exercise in a safe manner with correct technique.
11. Select and apply appropriate therapeutic modality treatment(s) to meet patient needs and goals.
12. Describe the psychological and emotional impact of injury/illness on a patient.
13. Explore methods for evaluating patient needs, goals, and outcomes during patient care.
14. Adjust to challenging or novel environments while providing appropriate emergent care to injured patients under the supervision of a clinical preceptor.
15. Apply effective taping, bracing, and wrapping techniques based on the needs of the patient and the unique circumstances of the environment.
16. Utilize efficient and accurate documentation methods to communicate with other healthcare providers.
17. Describe and initiate effective methods of communication with patients, coaches, parents, and others as warranted.
18. Collaborate and communicate effectively with pre-professional athletic training students, other professional athletic training students, and supervising preceptors.

Year One Course Work:

Summer	
ATEP 534	Emergency Management in AT
ATEP 536	Foundations in AT
ATEP 537	Foundations of Research & EBP in AT
Fall	
ATEP 560	Clinical Immersion in AT I
ATEP 545	Sports Related Concussion
ATEP 581	Therapeutic Interventions I
ATEP 569	Clinical Anatomy Laboratory
ATEP 543	Orthopedic Assessment I
ATEP 540	Practicum in Athletic Training I
Spring	
ATEP 583	Therapeutic Interventions II
ATEP 547	Orthopedic Assessment II
ATEP 541	Practicum in Athletic Training II
HHP 523	Case Studies in Performance Psychology
ATEP 546	General Medical Assessment

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 two separate immersive experiences. The first spanning over 10 weeks and comprising of a 300-hour minimum. The second spanning over 8 weeks and comprising of a 200-hour minimum. There is no maximum number of hours each week during the immersive clinical experience. Students are not required to take 1 day off every 7 days. However, preceptors are encouraged to discuss expectations with their student(s) and provide time off as appropriate for the clinical experience.
3. Completion of a clinical experience at a non-orthopedic/non-sport medical facility with a minimum of 15-20 hours completed.

- Clinical education opportunities at high school/clinic, other healthcare facilities, and collegiate settings.

Objectives:

- Develop and implement measures to decrease the risk of injury or illness during physical activity, based on identified hazards and risk factors.
- Perform a concise, accurate orthopedic evaluation of a patient that adapts to the environment, setting, and needs of the patient.
- Make a timely decision on return to activity status, activity restrictions, and need for referral to another healthcare provider.
- 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.
- Develop and implement a comprehensive treatment and rehabilitation plan that addresses all aspects of patient recovery.
- Use information from both clinical and patient outcome assessments to alter, advance, or discontinue treatments and rehabilitation activities.
- Utilize a variety of techniques and tools during rehabilitation to meet patient goals.
- Design and implement appropriate return-to-activity progressions for a variety of patients and activity levels.
- Communicate the risk of re-injury, or injury to other structures, to patients as they resume physical activity.
- Apply procedures to limit the spread of communicable and infectious illnesses to patients and others at high-risk (teammates, roommates, others as appropriate).
- Recommend appropriate treatment, including over-the-counter medications, for non-orthopedic medical conditions and illnesses.
- Utilize effective documentation methods and strategies that facilitate communication, insurance billing, and are legally defensible.
- Describe methods and interventions to provide psychological and emotional support for patients and athletes.
- Analyze and critique administrative policies and procedures for a health care facility.
- Mentor first-year professional athletic training students and pre-professional athletic training students.
- Collaborate with healthcare professionals and students to enhance patient care as part of an interdisciplinary team.

Year Two Course Work:

Summer	
ATEP 588	Health Care Administration & Leadership in AT
ATEP 585	Therapeutic Interventions III
Fall	
ATEP 590	Research
ATEP 561	Clinical Immersion in AT II
ATEP 550	Practicum in Athletic Training III
ATEP 594	Seminar in AT
ATEP 580	Pharmacology in Sports Medicine
Spring	
ATEP 562	Clinical Immersion III
ATEP 551	Practicum in Athletic Training IV
ATEP 599	Research Capstone in Athletic Training
ATEP 576	Performance & Tech in AT

K. Clinical Education Time Commitment and Expectations

Enrollment in the professional Master's program is a full-time commitment from students. Using the Accreditation Council for Graduate Medical Education (ACGME) guidelines for program time commitment, we have developed our program guidelines (no more than 80 hours a week of combined didactic and clinical activities).

ACGME guidelines: Clinical and educational work hours must be limited to no more than 80 hours per week, averaged over a four-week period, inclusive of all in-house clinical and educational activities, clinical work done from home, and all moonlighting.

Combining didactic expectations with a maximum time of 30 hours/week or 60 hours in two weeks in clinical education, students fall below the 80 hours/week ACGME guideline.

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 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 and communication with the Coordinator of Clinical Education (**CAATE Standard 13**). Decisions are considered on an individual basis.

- Any concerns related to dedicated time (too much or too little) in clinical experiences 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 (exceptions exist with clinical immersive experiences). If students exceed the two-week 60 hours maximum, the Coordinator of Clinical Education will notify them to reduce their clinical hours the following week.
- 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 (unless they are in a clinical immersive experience)
- During the immersive clinical experiences, students will be expected to achieve at least the targeted minimum hours based off of the credit to hour ratio used for internships here at the University of Montana (~45 hours = 1 credit) (**CAATE Standard 12**). There is no maximum number of hours each week during the immersive clinical experience. While students are not required to take 1 day off every 7 days, preceptors are encouraged to discuss expectations with the students and provide time off as appropriate for the clinical experience.

First-year Master's Student Clinical Experience Hour Expectations

Immersive	Fall (7 week rotations)	Spring (7 week rotations)
100 hours total by end of experience	Minimum: 20 hours/2 weeks	Minimum: 20 hours/2 weeks
No maximum hours per week	Maximum: 60 hours/2 weeks	Maximum: 60 hours/2 weeks
Days off: determined by clinical preceptor and student	Days off: 1 every 7 days	Days off: 1 every 7 days

Second-year Master's Student Clinical Experience Hour Expectations

Fall Immersive	Spring Immersive	"Short" rotations
300 hours total by end of experience	200 hours total by end of experience	Minimum: 20 hours/2 weeks
No maximum hours per week	No maximum hours per week	Maximum: 60 hours/2 weeks
Days off: determined by preceptor and student	Days off: determined by preceptor and student	Days off: 1 every 7 days

L. Clinical Experience Time Logs

- Time spent in clinical experiences must be recorded online using ATrack software. Time logged must be verified by an appropriate 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 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.

M. Immersive Clinical Experience Guidelines

When determining clinical placement of an athletic training student (ATS) when the clinical experiences may be outside of the immediate area surrounding Missoula (a "distance" clinical experience), the following guidelines are considered:

- A "distance" clinical experience is defined as any clinical experience where the ATS cannot access campus on a day-to-day basis from the clinical site.

Placement in a "distance" clinical experience is made based on the following:

- Request(s) of the ATS
- Academic standing of the ATS,
- The availability of the requested site,
- The site's ability to meet UMATP and CAATE standards,
- and at the discretion of the UMATP faculty.

Any student who is not in good academic standing within the UMATP would not be eligible for placement or participation in a "distance" clinical experience. This includes ATS placed on program probation for any reason.

- ATS who are on probation in their first year may not request any "distance" clinical experiences during the annual rotation request period (February-March).
 - If a student successfully completes all probationary criteria and returns to good standing at the end of the spring semester of their first year, they may become eligible for a "distance" clinical experience at the sole discretion of the AT faculty.
- If an ATS is placed on probation while participating in a "distance" clinical experience, they may be asked to end that clinical experience early to return to Missoula.
 - Decisions about terminating any clinical experience early are made at the sole discretion of the AT faculty.

(CAATE Standard 24K)

N. Guidelines for Placement in Distance Clinical Experiences

When determining clinical placement of an athletic training student (ATS) when the clinical experiences may be outside of the immediate area surrounding Missoula (a "distance" clinical experience), the following guidelines are considered:

- A "distance" clinical experience is defined as any clinical experience where the ATS cannot access campus on a day-to-day basis from the clinical site.

Placement in a "distance" clinical experience is made based on the following:

- Request(s) of the ATS
- Academic standing of the ATS,

- The availability of the requested site,
- The site's ability to meet UMATP and CAATE standards,
- and at the discretion of the UMATP faculty.

Any student who is not in good academic standing within the UMATP would not be eligible for placement or participation in a "distance" clinical experience. This includes ATS placed on program probation for any reason.

- ATS who are on probation in their first year may not request any "distance" clinical experiences during the annual rotation request period (February-March).
 - If a student successfully completes all probationary criteria and returns to good standing at the end of the spring semester of their first year, they may become eligible for a "distance" clinical experience at the sole discretion of the AT faculty.
- If an ATS is placed on probation while participating in a "distance" clinical experience, they may be asked to end that clinical experience early to return to Missoula.
 - Decisions about terminating any clinical experience early are made at the sole discretion of the AT faculty. **(CAATE Standard 24K)**

O. 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, each clinical site has their own dress code expectations. These should be reviewed as part of your student orientation at your assigned clinical site. As a general guideline, all athletic training students must practice good hygiene. 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.

- 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.

Nametags

Students are expected to wear nametags at all times during clinical rotations. Doing so helps patients differentiate students from credentialed providers. **(CAATE Standard 26A)**

P. Emergency Action Plans for Clinical Sites

All current clinical site emergency action plans are available to students on UM Box in a shared folder. This folder is accessible at all times to students. Students should review the EAP prior to the start of any clinical experience with their assigned preceptor. **(CAATE Standard 26K)**

Q. Communicable Disease Policy and Blood Borne Pathogen Policies and Procedures

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 **(CAATE Standard 26E)**.

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 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.
(CAATE Standard 24J, 26F)

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.

CPR Certification:

Current CPR certification **must be maintained** throughout the entire program. Students will not be allowed to start a clinical assignments without this certification. Students will have the opportunity to complete AHA CPR Certification in ATEP 534 and renew in ATEP 551. 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. (CAATE Standard 26B)

Hepatitis B Vaccine:

Students are required to have received, be in process of receiving 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 upon completion of the vaccination series (unless waiver is signed and reviewed by UM IBC– see Appendix). (CAATE Standard 24J & 26F)

COVID Vaccination

At this time, UM does not require COVID vaccination of students. However, some clinical sites do require COVID vaccination. If students are not able to meet the requirements of a clinical site, the CCE will work with the student to find clinical placements.

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.hpsso.com

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.

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 (>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.
4. 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.
5. 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>. Once training is complete each student will complete the quiz and turn in to the Program Director for scoring and will remain on file.

UMATP Guidelines for Prevention and Management of Communicable Diseases:

1. Every student must be properly vaccinated with documentation on file (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>

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).

2. Students must use Universal Precautions and good hygiene at all times.
3. If there has been potential exposure to a communicable disease or BBP, the student must immediately notify the Program Director, Coordinator of Clinical Education and preceptor and the exposure incident form should be completed.
4. 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.
5. Students should communicate medical absences from clinical rotations to the Program Director and Coordinator of Clinical Education and their respective preceptor as soon as possible.

(CAATE Standard 26C)

R. Clinical Experience Evaluations

Students will be required to complete evaluations on preceptors and clinical sites. These evaluations are completed at the end of each rotation. Information obtained from these evaluations is utilized to make any necessary improvements or adjustments in the academic program. Summaries of these evaluations are also provided to preceptors and sites to provide feedback on the site and the efficacy of preceptorship. These forms are available and to be completed on ATrack by the dates set by the program.

S. Clinical Education Glossary of Terms

Affiliation Agreement: A formal agreement between the program's institution and a facility where the program wants to send its students for course-related and required off-campus clinical education. This agreement defines the roles and responsibilities of the host site, the affiliate, and the student.

Athletic training clinical experiences: Direct client/patient care guided by a preceptor who is an athletic trainer or physician. Athletic training clinical experiences are used to verify students' abilities to meet the curricular content standards. When direct client/patient care opportunities are not available, simulation may be used for this verification.

Clinical Education: A broad umbrella term that includes three types of learning opportunities to prepare students for independent clinical practice: athletic training clinical experiences, simulation, and supplemental clinical experiences.

Contemporary Expertise: Knowledge and training of current concepts and best practices in routine areas of athletic training, which can include prevention and wellness, urgent and emergent care, primary care, orthopedics, rehabilitation, behavioral health, pediatrics, and performance enhancement. Contemporary expertise is achieved through mechanisms such as advanced education, clinical practice experiences, clinical research, other forms of scholarship, and continuing education. It may include specialization in one or more of the identified areas of athletic training practice. An individual's role within the athletic training program should be directly related to the person's contemporary expertise.

Immersive clinical experience: A practice-intensive experience that allows the

student to experience the totality of care provided by athletic trainers.

Preceptor: Preceptors supervise and engage students in clinical education. All preceptors must be licensed health care professionals and be credentialed by the state in which they practice. Preceptors who are athletic trainers are state credentialed (in states with regulation), certified, and in good standing with the Board of Certification. A preceptor's licensure must be appropriate to his or her profession. Preceptors must not be currently enrolled in the professional athletic training program at the institution. Preceptors for athletic training clinical experiences identified in Standards 14 through 18 must be athletic trainers or physicians.

Professionalism: Relates to personal qualities of honesty, reliability, accountability, patience, modesty, and self-control. It is exhibited through delivery of patient-centered care, participation as a member of an interdisciplinary team, commitment to continuous quality improvement, ethical behavior, a respectful demeanor toward all persons, compassion, a willingness to serve others, and sensitivity to the concerns of diverse patient populations.

Supervision: Supervision occurs along a developmental continuum that allows a student to move from interdependence to independence based on the student's knowledge and skills as well as the context of care. Preceptors must be on-site and have the ability to intervene on behalf of the athletic training student and the patient. Supervision also must occur in compliance with the state practice act of the state in which the student is engaging in client/patient care.

Supplemental clinical experiences: Learning opportunities supervised by health care providers other than athletic trainers or physicians.

T. 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](#). The program will follow all university policies related to grievances and appeals.

(CAATE Standard 23B)

a. 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.

b. 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, the student 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 School of IPAT Chair.

c. 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 School of IPAT Chair and the COH 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 they may 1) deny the appeal; or 2) request a meeting to discuss the appeal, prior to making a decision.

d. Readmission

1. 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.
2. 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.

e. 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 School Criteria for Grievance:

1. Harassment
2. Unfair practices
3. Dishonesty
4. Lack of professionalism
5. Other

f. 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.

g. 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 School of IPAT as well as the Dean of the Graduate School to discuss their appeal.

U. Helpful Links and Information

- i. [Catalog](#)
- ii. [Recruitment and admissions information](#) – brochure available; electronic information
- iii. [Academic calendars](#) are located in the University Catalog
- iv. [Accreditation status](#) of the institution is contained in the University catalog
- v. Accreditation status of the AT program including contact information for CAATE is contained in the student handbook.
- vi. Technical standards and essential functions are contained in the student handbook.
- vii. [Costs of the program](#) (tuition, fees, and refund policies) are contained in the program website in the prospective student listing and the refund policy is contained in the University catalog
- viii. [Financial aid](#) information is available through the University website listing and the program website in the prospective student listing
- ix. Access to health services – this information is contained in the student handbook and on the University website with the [Curry Health Center](#) website.
- x. Information about the [clinical education program](#), including travel expectations, health & professional liability insurance requirements can be found on the school's website

- xi. Information about the curriculum can be found [here](#).
- xii. [Global Engagement Office](#): Resources for international Students (orientation, newsletter, activities, etc.)
- xiii. [UM Allies](#): Promoting LGBTQ+ equality
- xiv. [DiverseU](#): UM Annual Symposium to foster diversity and inclusivity
- xv. [UM Student Groups](#), including Black Student Union; LatinX Student Union; Chinese Student Association, etc.
- xvi. **Food**: Food is permitted in designated areas only. Please keep drinks in covered containers. No food or drink is allowed in the research laboratories, clinic, or the computer laboratory. Individual instructors may have additional restrictions on food and drink in their classrooms.
- xvii. **Smoking**: Absolutely no smoking or use of tobacco anywhere on campus.

V. AHEC Scholars Program

AHEC Scholars is a national program developed by the U.S. Health Resources & Services Administration and state AHECs (National AHEC Organization). It is a program for health professions students interested in enhancing their skills in interprofessional practice in rural or underserved settings.

Over two years, the AHEC Scholars Program will train scholars who will join a national cohort of approximately 3,900 scholars in 49 programs across the country. These programs are supported, in part, by the federally funded Health Resources and Services Administration.

The UM AT **requires enrollment** in the AHEC Scholars program to further develop their interprofessional collaborative, team based practice skills. This program will expand upon interprofessional education embedded within the AT program.

About the MONTANA AHEC Scholars Program

- 2 year interprofessional program for health profession students across Montana (see requirements below)
- Program administrated by Montana State University and University of Montana AHEC Programs
- Co-created and co-taught by faculty and staff from across the state
- Open to graduate level, 2 or 4 year undergraduate, and certificate programs for any healthcare career
- Courses can be continuing education modules or college credit

Topics Covered:

- Interprofessional Education
- Behavioral Health Integration
- Social Determinants of Health
- Cultural Competency
- Practice Transformation
- Current and Emerging Health Issues

Objectives:

- Learn how to work effectively in a team-based setting;
- Develop new skills, experiences, and strategies to improve both access and delivery of healthcare;
- Have the chance to meet leaders in healthcare and interact with health care professionals creating an invaluable network for your future career;
- Make connections with other participants;
- Receive a certification, which will set you apart from other students in an increasingly competitive environment;
- Get recognition at graduation; and,
- Be included in the list of graduating Scholars that will be publicized for employers who are looking to hire.

Your **certification** as an AHEC Scholar will signify that you have additional knowledge, skills, and experiences that will give you an advantage in moving forward in your chosen health profession.

Requirements:

- 2-year college program, 4 year college, or graduate program:
- AHEC Scholars Program duration: 2 years

- 40 hours of interprofessional community-based, experiential, or clinical training in rural and/or underserved area – per year
- 40 hours interprofessional coursework (including the six Core Topic Areas listed above) – per year

Additional information on the AHEC scholars program will be provided in your clinical practicum syllabi.

To apply, please visit:

<http://healthinfo.montana.edu/ahecscholars.html>

VI. Athletic Training Program Forms

A. Technical Standards

(CAATE Standard 23F, 24Q)

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.

Professional 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.

Technical Standards for Admissions

The Athletic Training Program (ATP) at The University of Montana-Missoula is a rigorous and intense program that places specific requirements and demands based on the Commission of Accreditation of Athletic Training Education (CAATE) standards. 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 or be permitted to remain enrolled in 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 School of Integrative Physiology and Athletic Training 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 Office for Disability Equity (ODE) located in Aber Hall 1st floor, (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 and/or continue in the program.

Signature of Applicant _____

Date _____

Please Print Name _____

B. 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. 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 assignments. 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 a remediation plan 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

C. 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 School of Integrative Physiology and Athletic Training 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 Health (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 COH. 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 School of Integrative Physiology and Athletic Training Chair. If unsatisfied with the outcome at Step 1, the student may proceed to Step 2 (if necessary): If unsatisfied with the outcome at Step 1, the student may request a meeting with the Dean of COH. This step in the appeals process is the final decision.

(CAATE Standard 24F)

D. Clinical Education Infraction Notification

Part I: To be filled out by 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
- Violation of Clinical Experience hours expectations
- Preceptor 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 Preceptor

Date

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

Previous warning for similar incident?

- No
- Yes

Type of Previous Infraction _____ Date _____

Preceptor Involved _____

Part III: To be filled out by Coordinator of Clinical Education

INFRACTION REVIEW MEETING

Date: _____

Comments:

Action Taken:

- Warning
- 3% Deduction off final grade from Clinical Course (540/541; 550/551; 560, 561, 562)
- Repeated Offenses; Suspension from ATP as decided by Program Director
- Repeated Offense after suspension; Removal from ATP as decided by Program Director & Department Chair
- Other:

Signature of Student

Date

Signature of Coordinator of Clinical Education

Date

Other Participants (as needed):

Signature of Preceptor

Date

Signature of Program Director

Date

Signature of School Chair IPAT

Date

E. Photo 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

F. Communicable Disease Policy & Blood Borne Pathogen Policies & Procedures

Student Signature Page

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>. Once training is complete each student will complete the quiz and turn in to the Program Director for scoring and will remain on file.

UMATP Guidelines for Prevention and Management of Communicable Diseases:

1. Every student must be properly vaccinated with documentation on file (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>
3. 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).
4. Students must use Universal Precautions and good hygiene at all times.
5. If there has been potential exposure to a communicable disease or BBP, the student must immediately notify the Program Director, Coordinator of Clinical Education and preceptor and the exposure incident form should be completed.
6. 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.
7. Students should communicate medical absences from clinical rotations to the Program Director and Coordinator of Clinical Education and their respective preceptor as soon as possible.

Printed Name

Signature

Date

G. Hepatitis B Waiver Form

Student's Name:

Griz Card #:

Phone:

e-mail:

CHOOSE EITHER OPTION 1 OR OPTION 2:

OPTION 1: If you are a **student** and elect to receive hepatitis B vaccination, fill out the vaccine request, sign and take to Curry Health Center or to a clinic or physician of your choice and return the form to your immediate supervisor with confirmation of your vaccination and subsequent titer.

Vaccine Request

I have read and understand the UM Bloodborne Pathogens Exposure Control Plan, www.umt.edu/research/Compliance/IBC/BBP.php, and have been trained about the hazards of bloodborne pathogens. I understand that due to potential exposure to human blood, fluids or tissues in my classes or training at UM, I may be at risk of acquiring hepatitis B virus (HBV) infection. I elect to receive the hepatitis B vaccine at this time and understand that as a student, I am responsible for the cost of the vaccination series and subsequent titer analysis.

Signature of Student: _____

Date:

OPTION 2: If you are a student and elect (A) NOT to receive the hepatitis B vaccination, or (B) if you have been previously vaccinated, please sign this form and give to your immediate supervisor.

A. Hepatitis B Vaccine Declination

I understand that due to potential exposure to blood or other potential infectious materials in my classes or training at UM, I may be at risk of acquiring hepatitis B virus (HBV) infection. I have been given the information about HBV and the HBV vaccination series. 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 I subsequently decide to be vaccinated, as a student, I am responsible for the cost of the vaccination series and titer analysis.

Signature of Student _____

Date:

H. Bloodborne Pathogen Exposure/Incident Form

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

I. Confidentiality Agreement Form

Strict confidentiality of all information gained about student-athletes during a visit for health care is one of the highest priorities of the UM Athletic Training Program. It is critical that all staff and athletic training students who provide health care services, as well as students who observe or otherwise participate in educational opportunities while completing clinical rotations, honor and support this commitment to maintain strict confidentiality. Failure to do so will result in serious discipline, including possible removal from clinical sites.

Any information gained about a patient, including the knowledge that they are receiving care at an affiliated clinical site associated with the University of Montana Athletic Training Program, must not be shared with anyone outside of the program. Furthermore, in encounters with patients outside of the clinical rotation sites, individuals should not even acknowledge that they know any privileged information unless the patient initiates that conversation. This is to protect the patient from unwanted intrusion.

If the athletic training student has any question about what is confidential, they should assume information is protected until cleared by a faculty or staff member.

By signing this agreement, the athletic training student or observer acknowledges that they have read this agreement and will protect the confidentiality of every patient.

Signature of ATS

Date

Printed Name of ATS

Program Director Signature

Date

Printed Name of Program Director

This form will be completed on an annual bas