PRE-PROFESSIONAL ATHLETIC TRAINING EDUCATION PROGRAM

THE UNIVERSITY OF MONTANA-MISSOULA

STUDENT POLICY AND PROCEDURE MANUAL

ACADEMIC YEAR: 2007-2008
Mission Statement
Department of Health and Human Performance
Pre-Athletic Training Education Program

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

HEALTH AND HUMAN PERFORMANCE

ATHLETIC TRAINING FACULTY/STAFF

PROGRAM DIRECTOR
Scott T. Richter, ATC, EdM

CLINICAL COORDINATOR
Valerie Rich, PhD, ATC, CSCS

ON-CAMPUS APPROVED CLINICAL INSTRUCTORS
Dennis T. Murphy MS, ATC
J.C. Weida MS, ATC
Karla Judge MS, ATC
Toby van Amerongen, ATC
Adrian Yahvah, ATC
Drew Babcock, ATC

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http://www.soe.umt.edu/hhp/athletic_training/
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INTRODUCTION
INTRODUCTION

A certified athletic trainer is a highly qualified allied health professional educated and experienced in dealing with the health care problems of athletes. A certified athletic trainer’s duties include the prevention, recognition and immediate treatment and rehabilitation of injuries caused during physical activity or athletics.

Athletic trainers work closely with physicians and other allied health care professionals on a daily basis. The American Medical Association recognizes the certified athletic trainer as an “allied health care professional.” The trainer’s basic skills are many: a thorough knowledge of anatomy, physiology, kinesiology, hygiene, nutrition, taping, bracing, emergency procedure, conditioning, prevention of injury, injury evaluation, rehabilitative procedures and protective equipment are minimum requirements for success in the field.

The faculty of the Health and Human Performance Department as well as the Department of Athletics welcomes your participation and interest in the Athletic Training Education Program. The program is a rigorous and demanding curriculum, which requires dedication and commitment. It is a rewarding program that presents many professional career opportunities upon graduation.

The University of Montana-Missoula offers a Bachelor of Science degree in Health and Human Performance (HHP) with a major in Athletic Training. The program meets the standards established by the National Athletic Trainers’ Association (NATA) and is the only Commission on Accreditation of Athletic Training Education (CAATE) accredited undergraduate curriculum in the state of Montana. Successful graduates should possess the knowledge and 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 Education Program will be elated to assist you in any way possible to pursue this interesting and challenging professional program.

FIRST STEPS

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

- Pre-professional class requirements
- Module requirements
- Four year plan
- Blood borne pathogen policies/requirements
- Admission policies
- Professional requirements
- Technical Standards
PRE-PROFESSIONAL REQUIREMENTS
PRE-PROFESSIONAL REQUIREMENTS

The following pre-requisite classes are required to be completed before admission to the professional program:

- HHP 181 Foundation of Physical Ed. & Sport 3 cr
- HHP 184 Personal Health and Wellness 3 cr
- HHP 226 Theory and Practice of Basic Ex Rx 3 cr
- HHP 240 Care & Prevention of Athletic Injuries 2 cr
- HHP 241 Care & Prevention of Athletic Inj. (lab) 1 cr
- HHP 242 Clinical Observation in AT 1 cr
- HHP 288 Emergency Care & First Aid 2 cr
- HHP 289 Emergency Care & First Aid (lab) 1 cr
- BIOL 106 Elementary Medical Microbiology 3 cr
- SCN 201 Anatomy and Physiology I 4 cr
- SCN 202 Anatomy and Physiology II 4 cr
- CHEM 151 General and Inorganic Chemistry 3 cr
- CHEM 152 Organic and Biological Chemistry 3 cr
- COMM 111A Introduction to Public Speaking 3 cr
- CS 171 Communicating Via Computers 3 cr
- ENEX 101 Composition 3 cr
- FOR 220 Technical Writing 2 cr
- PSYC 100S Introduction to Psychology 4 cr
- PHAR 110 Use & Abuse of Drugs 3 cr

When completing course work, it is important to remember that a minimum overall GPA of 2.75 must be accomplished by the time of application to the professional program. Earning a grade lower than a “C” in a required pre-professional course is unacceptable and prohibits the student from applying to the professional program.

HHP 181 - Foundations of Physical Education and Sport 3 cr.
Historical, philosophical, biological, sociological and psychological bases of physical education and sport emphasizing the development of sound educational principles.

HHP 184 - Personal Health and Wellness 3 cr.
Focus on health principles and their relevance in contemporary society, the evaluation and application of scientific advances to hypothetical lifestyles, and on contemporary problems in life.


HHP 240 - Prevention and Care of Athletic Injuries 2 cr.
Prereq. or coreq., Biol 312. Prevention, assessment, treatment, rehabilitation, emergency care, educational and counseling procedures for athletic injuries. The duties and responsibilities of the athletic trainer and coach stressed.

HHP 241 - Prevention and Care of Athletic Injuries Laboratory 1 cr. Coreq., HHP 240. Offered autumn and spring. Development of practical skills in prevention, assessment, treatment, rehabilitation, and emergency care of athletic injuries.

HHP 242 - Clinical Observation in Athletic Training 1 cr. Offered autumn and spring. Prereq. or coreq., HHP 240, 241. Clinical observation in the high school, University, Clinical and non-traditional athletic training settings under the supervision of a Certified Athletic Trainer.
HHP 288 - First Aid/Emergency Care and CPR Lecture 2 cr.
Offered every term. Coreq., HHP 289. Development of knowledge of emergency care and CPR techniques. In conjunction with HHP 289 provides certification by the National Safety Council and the American Heart Association upon successful completion.

HHP 289 – First Aid/Emergency Care and CPR Laboratory 1 cr.
Offered every term. Coreq., HHP 288. Development of practical skills of emergency care and CPR techniques. In conjunction with HHP 288 provides certification by the National Safety Council and the American Heart Association upon successful completion.

BIOL 106 - Elementary Medical Microbiology 3 cr.
Infectious diseases, including concepts of virulence, resistance, prevention and control of microbial diseases in the individual and in the community.

SCN 201 - Anatomy and Physiology I 4 cr.
Introduction to basic cellular structure and function. the fundamental facts and concepts of the anatomy and physiology of the integumentary, musculoskeletal, nervous and endocrine systems.

SCN 202 - Anatomy and Physiology II 4 cr.
Prereq., Biol 201. The fundamental facts and concepts of the anatomy and physiology of the circulatory, respiratory, digestive, urinary and reproductive systems.

CHEM 151 - General and Inorganic Chemistry 3 cr.
First semester of an introduction to general, inorganic, organic and biological chemistry.

CHEM 152 - Organic and Biological Chemistry 3 cr.
Prereq., “C” or equivalent in CHEM 151 or consent of instructor. Second semester of an introduction to general, inorganic, organic and biological chemistry.

COMM 111A - Introduction to Public Speaking 3 cr.
Preparation, presentation, and criticism of speeches. Emphasis on the development of public speaking techniques through constructive criticism. Credit not allowed for both COMM 111A and COM 160A.

CS 171 - Communication Via Computers 3 cr.
Prereq., previous computer experience or consent of instructor. The use of the computer for information presentation and communication; emphasis placed on the use of electronic resources for the access, management, and presentation of information.

ENEX 101 – Composition 3 cr.
Prereq., ENEX 100 or proof of passing score on writing diagnostic examination, or writing diagnostic examination, or referral by ENEX 100 instructor. Expository prose and research paper; emphasis on structure, argument, development of ideas, clarity, style, and diction. Students expected to write without major faults in grammar or usage.

FOR 220 - Technical Writing 2 cr.
Stresses principles of effective technical writing. primarily clarity and conciseness. Short writing assignments are critiqued for grammar, sentence structure, and organization and work economy. Emphasizes self-editing as a means of improving writing and discusses problems of literature citation.

PSYC 100S- Introduction to Psychology 4 cr.
Introduction to the scientific study of behavior in humans and other animals. Credit not allowed for both PSY 100S and PSYC 100S

PHAR 110 - Use and Abuse of Drugs 3 cr.
Drug dependence and abuse.
PRE-ATEP
MODULES/OBSERVATION
PRE-ATEP MODULES/OBSERVATION REQUIREMENTS

Pre-ATEP Proficiencies are designed for the purpose of exposing the students to the field of athletic training. These must be successfully completed before submitting the application for the professional program.

At the top of the list of desirable personal qualities is dependability. With a comprehensive athletic program and the amount of work necessary, it is essential that you can be depended upon. Friendliness, sincerity, and integrity also rank high as desirable personal qualities. You must get along with administrators, coaches, student-athletes, and other athletic training student’s (ATS’s). As you gain experience, you will gradually be given more responsibility and be put in positions in which resourcefulness, initiative and common sense may be your most valuable assets.

While performing the requirements set forth, you will be working closely with a variety of professionals. Respect, courtesy and cooperation should characterize your relationship with all personnel. This also includes your relationship with student-athletes. You must develop the ability to separate your personal relationships with student-athletes from appropriate professional conduct.

CONDUCT AND RESPONSIBILITIES

Personal Appearance

Generally we ask that you are well groomed, clean and neat in your appearance at all times while on duty as an ATS. Your dress should be practical (pockets, shoes you can run in, etc.) and conform to the dress guidelines established by the coaches. Women ATSs should guard against overly revealing clothing.

Guidelines are:

1. Tops should be athletic training shirts, University of Montana T-shirts, white or school colored shirts.
2. Coaching shorts are acceptable during early fall and late spring. NO tattered or faded blue jeans, workout sweats, or gym shorts.
3. DO NOT wear thongs, sandals, or high heels to clinical observations. A sports shoe that matches your professional attire is recommended.
4. We strongly encourage that you make a sincere effort to earn the respect of all student-athletes.

Generally, you should always present a professional attitude and appearance. You will witness a variety of activities and hear many conversations that are private and confidential. Remember that the activities are private in nature, and all knowledge of the health status of the student athlete must remain confidential unless advised by your supervisors!

During the pre-professional phase, you are not expected to master the skills, rather, to assist or observe a Certified Athletic Trainer or an allied health care provider. It is recommended that you preview the required Pre-ATEP Modules and take them with you every time you observe in the High School, Clinic or RATC. If you complete one or two Pre-ATEP Modules each time you observe, you should be able to finish them all in a timely manner. In the past, most of the Pre-ATEP Modules were assigned to the High School or Clinic setting; however, in response to feedback from Certified Athletic Trainers and athletic training students (ATS) for the last four years, we have decided to allow more flexibility. So, unless specified on the module, most of the Pre-ATEP Proficiencies can be completed in any setting as long as it is supervised and signed by a BOC Certified Athletic Trainer.
CONFIDENTIALITY AGREEMENT - THE UNIVERSITY OF MONTANA-MISSOULA

Strict confidentiality about all information gained about student-athletes during a visit for health care is one of the highest priorities of the Rhinehart Athletic Training Center (RATC). 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 at the RATC, honor and support this commitment to maintain strict confidentiality. Failure to do so will result in serious discipline, including possible elimination of all activity associated with the Rhinehart Athletic Training Center.

Any information gained about a student-athlete, including the knowledge that they are receiving care at the RATC, must not be shared with anyone outside of supervising the RATC staff. Furthermore, in encounters with student-athletes outside of the RATC, individuals should not even acknowledge that they know any privileged information unless the student-athlete initiates that conversation. This is to protect the student-athlete from unwanted intrusion.

If the athletic training student or observer has any question about what is confidential, s/he should assume information is protected until cleared by the RATC supervisor.

By signing this agreement, the athletic training student or observer acknowledges that s/he has read this agreement and will protect the confidentiality of every student-athlete.

__________________________________________________________________________
Signature of ATS or Observer Date

__________________________________________________________________________
Signature of Supervising Certified Athletic Trainer Date

TO BE FILED WITH THE HEAD CERTIFIED ATHLETIC TRAINER PRIOR TO ACTIVITY
CONFIDENTIALITY AGREEMENT - AFFILIATED CLINICAL SITES

Strict confidentiality about all information gained on student-athletes or patients during a visit for health care is one of the highest priorities. 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, honor and support this commitment to maintain strict confidentiality. Failure to do so will result in serious discipline, including possible elimination of all activity associated with The University of Montana-Missoula’s Athletic training education program.

Any information gained about a student-athlete or patient must not be shared with anyone outside of the supervising staff. Furthermore, in encounters with student-athletes or patients outside of the high school, clinic, or other medical facility, individuals should not acknowledge that they know any privileged information unless the student-athlete or patient initiates that conversation. This is to protect the student-athlete and patient from unwanted intrusion.

If the athletic training student or observer has any question about what is confidential, s/he should assume information is protected until cleared by the supervisor.

By signing this agreement, the athletic training student or observer acknowledges that s/he has read this agreement and will protect the confidentiality of every student-athlete.

__________________________________________  ____________
Signature of ATS or Observer                    Date

__________________________________________  ____________
Signature of Supervising Certified Athletic Trainer  Date

TO BE FILED WITH THE CLINICAL INSTRUCTOR PRIOR TO ACTIVITY
RHINEHART ATHLETIC TRAINING CENTER  
THE UNIVERSITY OF MONTANA-MISSOULA  
CLINICAL EXPERIENCES IN ATHLETIC TRAINING  
MASTER FILE -- LEVEL 1  

Name  
Campus phone  
Campus address  
Permanent phone  
Permanent address  
Date clinical education started  
Date accepted into/rejected from program  
Semesters enrolled in clinical education  

<table>
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<td>A1 HS/C/RATC Policies and Procedures</td>
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<td>A2 HS/C/RATC Records</td>
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<td>X2 RATC Observation 2 (RATC)</td>
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<td>B1 Athletic Treatment Center Policies and Procedures</td>
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RHINEHART ATHLETIC TRAINING CENTER
THE UNIVERSITY OF MONTANA-MISSOULA
MODULE XI- DIRECTED CLINICAL OBSERVATION
CLINICAL OBSERVATION - HIGH SCHOOL/CLINIC
LEVEL 1

Competencies

1. Spend at least 35 hours observing the activities and operation of an athletic treatment area. At least half of the hours must be in a high school setting; the rest may either be in a high school setting or in a non-traditional setting such as a sports medicine clinic under the direct supervision of a Certified Athletic Trainer.

2. Write an essay about the insights you have gained during this experience concerning athletic training as a profession. Mention ideas and perceptions developed during Module X1 that have been strengthened and those that have been weakened. Turn in two copies of this essay; one will be returned to you, and the other will become part of your permanent athletic training file.

Grade __________ Date____________________ Approved by________________________

Comments:
RHINEHART ATHLETIC TRAINING CENTER
THE UNIVERSITY OF MONTANA-MISSOULA
MODULE A1- POLICIES AND PROCEDURES
POLICIES AND PROCEDURES IN HIGH SCHOOL/CLINIC
LEVEL 1

Competencies

1. Discuss the policies and procedures of the high school or clinic. In your discussion, include the:
   - location of the facility,
   - primary purpose or goal of the facility,
   - time (dates and time of day) of operation of the facility, and
   - faculty and supervisors of the facility.

2. Describe the duties and responsibilities of the supervising certified athletic trainer involved in directed observation experience.

3. Discuss daily, weekly, monthly, and yearly cleaning and maintenance responsibilities of the athletic training staff.

Discussion and Consultation

Discuss your findings with the supervising Certified Athletic Trainer or another pre-professional athletic training student. Then practice these skills with the supervising Certified Athletic Trainer and/or another pre-professional athletic training student.

Grade
Date
Approved by

Comments:
RHINEHART ATHLETIC TRAINING CENTER
THE UNIVERSITY OF MONTANA-MISSOULA
MODULE A2 - POLICIES AND PROCEDURES
MEDICAL RECORDS IN HIGH SCHOOL/CLINIC
LEVEL 1

Competencies

1. In the following spaces, write the purpose of the record, observe how to properly fill it out, and discuss where and for how long it is filed at ______________________ (high school/clinic).

   Assumption of Risk or Informed Consent
   Athlete's Medical History
   Athletic Physical Examination
   Daily Treatment Record
   Daily Reconditioning Record
   Injury Report and Evaluation/SOAP

Discussion and Consultation

Discuss these competencies through study, consultation with the supervising Certified Athletic Trainer or another pre-professional athletic training student. Then practice these skills with the supervising Certified Athletic Trainer and/or another pre-professional athletic training student.

Practice

Grade ______ Date ______ Approved by __________________________

Comments:
RHINEHART ATHLETIC TRAINING CENTER  
THE UNIVERSITY OF MONTANA-MISSOULA  
MODULE A3 - EMERGENCY PROCEDURES  
CPR, STRETCHERS, AND SPLINTS IN HIGH SCHOOL/CLINIC  
LEVEL 1

Competencies

1. Demonstrate your competence in cardiopulmonary resuscitation (CPR) either by having a valid American Red Cross or American Heart Association CPR card or by performing the technique on a manikin.

2. Explain the procedure for obtaining emergency care for:
   - an athlete
   - a student who is not an athlete
   - a spectator at a: football game, volleyball match, soccer match, men's basketball game, women's basketball game, and a track and field meet.

3. Observe/assist with the proper:
   - use of a stretcher
   - use of a long spine board (with cervical spine immobilization) and stretcher
   - removal of a football helmet
   - accessing the face without removing the helmet and
   - transportation off the field without a stretcher (e.g., for a sprained ankle or knee).

4. Observe/assist with proper application of splints.

Discussion and Consultation

Review these competencies through study, consultation with the supervising Certified Athletic Trainer or another pre-professional athletic training student. Then demonstrate your competence to the supervising Certified Athletic Trainer and pre-professional athletic training student.

Practice

Grade_______ Date________ Approved by____________________________________

Comments:
RHINEHART ATHLETIC TRAINING CENTER  
THE UNIVERSITY OF MONTANA-MISSOULA  
MODULE X2 - DIRECT CLINICAL OBSERVATION – UNIVERSITY/COLLEGE  
CLINICAL OBSERVATION 2  
LEVEL 1

Competencies

1. Spend at least 35 hours observing the activity and operation of the Rhinehart Athletic Training Center at The University of Montana-Missoula. You will be assigned specific times that you are to attend.

2. Write an essay about the insights you have gained during this experience concerning athletic training as a profession. Turn in two copies of this essay; one will be returned to you, and the other will become part of your permanent athletic training file.

Grade _______ Date ____________ Approved by ____________________________

Comments:
RHINEHART ATHLETIC TRAINING CENTER
THE UNIVERSITY OF MONTANA-MISSOULA
MODULE B1 - POLICIES AND PROCEDURES
POLICIES AND PROCEDURES IN UNIVERSITY/COLLEGE
LEVEL 1

Competencies

1. Discuss the policies and procedures of The Rhinehart Athletic Training Center. In your discussion, include the
   - location of the facility,
   - primary purpose or goal of the facility,
   - time (dates and time of day) of operation of the facility, and
   - faculty and student supervisors of the facility.

2. Describe the duties and responsibilities of each group of faculty/staff and athletic training students involved in
   clinical experience.

3. Discuss daily, weekly, monthly, and yearly cleaning and maintenance responsibilities of the athletic training
   staff.

Discussion and Consultation

Review these competencies through study, consultation with a professional athletic training student, and practice on
your own and with pre-professional athletic training students. Then demonstrate your competence to a professional
athletic training student.

________________________

Practice

Grade ______ Date ________ Approved by ______________________________________

Comments:
RHINEHART ATHLETIC TRAINING CENTER
THE UNIVERSITY OF MONTANA-MISSOULA
MODULE B2 - POLICIES AND PROCEDURES
MEDICAL RECORDS IN UNIVERSITY/COLLEGE
LEVEL 1

Competencies

1. In the following spaces, write the purpose of the record, demonstrate how to properly fill it out, and discuss where and for how long it is filed at RATC.

   Shared Responsibility
   Athlete's Medical History
   Daily Treatment Record
   Daily Reconditioning Record
   Equipment Check Out
   Injury Report and Evaluation
   Athletic Physical Examination
   NATA Supervised Athletic Training
   Work Experience Record
   Memos to ATS

Discussion and Consultation

Review these competencies through study, consultation with a professional athletic training student, and practice on your own and with other pre-professional athletic training students. Then demonstrate your competence to a professional athletic training.

Grade______ Date________ Approved by______________________________

Comments:
RHINEHART ATHLETIC TRAINING CENTER
THE UNIVERSITY OF MONTANA-MISSOULA
MODULE F1 - APPLICATION TO PROGRAM
APPLICATION TO ATHLETIC TRAINING EDUCATION PROGRAM
LEVEL 1

Competencies

1. Make formal application to The University of Montana-Missoula athletic training education program. Contact athletic training education program director for application materials, deadlines, and so on.

Date application was obtained__________________________

Date application was completed__________________________
LIST OF POSSIBLE OBSERVATION SITES FOR HIGH SCHOOL/CLINIC

The observation site you choose is your decision; however, each site may have a limit as to how many pre-athletic training students it can accommodate. The Supervisory Certified Athletic Trainer at each site has the prerogative to accept or deny any pre-athletic training student. It is recommended that each student obtain observation hours during the busy times of the year and have a consistent schedule so the supervisor (Certified Athletic Trainer) can depend on you. REMEMBER THESE REQUIRED HOURS ARE TO BE COMPLETED WELL IN ADVANCE TO THE APPLICATION DEADLINE!!!

Big Sky High School
3100 South Ave W.
Missoula, MT 59804
Certified Athletic Trainer - Tori Stahl ATC
(406) 728-2401

Hellgate High School
900 S. Higgins
Missoula, MT 59801
Certified Athletic Trainer – Jennifer Wellman ATC
(406) 728-2402

Sentinel High School
901 South Ave. W.
Missoula, MT 59801
Certified Athletic Trainer – Danyel Halko ATC
(406) 728-2403

Peak Performance Physical Therapy Clinic
2360 Mullan Rd., Ste. D
Missoula, MT 59808
(406) 542-0808
Certified Athletic Trainers – Dennis McCrea ATC, MSPT and Bob Botkin ATC, MSPT
FOUR-YEAR PLAN
### FOUR-YEAR PLAN

Courses taken in this sequence will fulfill all prerequisite requirements.

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<th>Spring</th>
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<td>MATH 117M</td>
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<td>COMM 111A</td>
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<td>BIOL 106N</td>
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<td>HHP 288/289 (or competency)</td>
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+ Indicates that the courses are offered both autumn and spring semesters
A offered autumn
S offered spring

- Students **must** have a current acceptable first aid and CPR certification before submitting an application to the professional school. This may be taken as an HHP elective or taken off campus.

- Students may successfully complete a competency test to meet the CS 171 requirement.

- If students substitute competencies for HHP 288/289 and CS 171 elective credits are required to obtain 120 credits necessary for graduation.
ADMISSION POLICIES
ADMISSION POLICIES

Students who desire admission into the Professional Athletic Training Education Program must submit a formal application to the Program Director. This application must be submitted by the deadline (Feb. 1st) spring semester prior to your proposed admission into the professional program. This application packet is available from the HHP Department secretary with the approval of the Program Director.

A review board consisting of the Athletic Training Education Program Director, Clinical Coordinator, Clinical Instructors, professional students and possibly other professionals, will evaluate each student applying for admission to the Professional Program. Formal notification of admission to the Professional Program will be made in writing and sent to the candidate prior to the pre-registration period for autumn semester.

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 autumn semester, these students will be informed. Not all qualified candidates may be admitted to the professional program due to limited enrollment in clinical experiences.

The following selection criteria must be met to be considered for an interview:

1. Minimum overall GPA of 2.75. All pre-professional course requirements must have no grade lower than “C”.
2. A written statement of purpose attached to the application form. This shall address the following:
   a. Reasons for desiring this professional concentration.
   b. Perception of the profession
   c. Future expectations upon completion of the professional program.
   d. Past experience in athletic training.
   e. Any other important comments.
3. Submit three professional recommendations from individuals you know.
4. Complete clinical experiences in athletic training Pre-ATEP Proficiencies.
   a. Students must complete or be in the process of completing the required course work prior to application to the professional athletic training education program.
5. Transfer students must:
   a. Athletic training transfer students admitted into the professional program who have completed 35 hours in the college/university setting. But no observation hours in the RATC setting are required to spend at least 35 hours of observation in The University of Montana-Missoula’s Rhinehart Athletic Training facility before completing the UM Athletic Training Education Program required clinical hours.
6. Students must meet established technical standards
7. Obtain background check and fingerprints (See Program Director)
PROFESSIONAL REQUIREMENTS
PROFESSIONAL REQUIREMENTS

The athletic training curriculum is divided into the pre-professional program lasting two to three years and the professional program during the final two years. The professional program requires a practicum, and sequential courses; therefore, students must enter the program during autumn semester.

Upon admission into the professional program, the following requirements must be met:

1. Become a student member of the National Athletic Trainers’ Association, Inc.
2. Accumulate a minimum of 1,000 hours of clinical practicum within a two-year period. NO MORE than one-half (500) of this minimum (1,000) can be credited per academic year; the hours must be equally distributed within each yearly minimum (250 per semester).
3. Demonstrate progressive improvements as an athletic training student throughout the practicum, per NATA guidelines and The University of Montana-Missoula’s Athletic Training Education Program expectations.
4. Complete the required curriculum sequentially.
5. Send for NATA certification application at least three months prior to the examination date. The clinical instructors will acknowledge your eligibility to request an application.
7. Maintain a 2.75 overall GPA and receive no lower than a “C” in any professional course.
8. Required HBV immunization before initiating clinical hours in Rhinehart Athletic Training Center.

Professional Program Courses

- HHP 340 Practicum in Athletic Training I 3 cr
- HHP 341 Practicum in Athletic Training II 3 cr
- HHP 342 Advanced Techniques in Athletic Training 4 cr
- HHP 343 Advanced Athletic Training Laboratory 1 cr
- HHP 361 Assessment in Physical Education and Health 3 cr
- HHP 365 Mgmt. in Health & Human Performance Professions 3 cr
- HHP 366 Measurement & Modalities 3 cr
- HHP 367 Measurement & Modalities Lab 1 cr
- HHP 368 Applied Clinical Anatomy & Kinesiology 4 cr
- HHP 369 Applied Clinical Anatomy & Kinesiology Lab 1 cr
- HHP 372W Rehabilitation of Athletic Injuries 3 cr
- HHP 373 Rehabilitation of Athletic Injuries Lab 1 cr
- HHP 377 Physiology of Exercise 3 cr
- HHP 378 Physiology of Exercise Lab 1 cr
- HHP 384 Motor Control and Learning 3 cr
- HHP 401 Evaluation of Athletic Injuries 3 cr
- HHP 402 Evaluation of Athletic Injuries Laboratory 1 cr
- HHP 411 Advanced Practicum in Athletic Training I 3 cr
- HHP 412 Advanced Practicum in Athletic Training II 3 cr
- HHP 446 Nutrition for Sport 3 cr
- HHP 475E Legal & Ethical Issues in Exercise Professions 3 cr
- HHP 479 Sports Medicine 2 cr
- HHP 485 Theories of Health Behavior and Counseling 3 cr
HHP 340 Practicum in Athletic Training I 3 cr.
Offered autumn. Prereq., admission into the athletic training education program. Introduction to basic clinical experience working in a CAATE approved setting.

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

HHP 342 Advanced Techniques of Athletic Training 3 cr.

HHP 343 Advanced Techniques of Athletic Training Laboratory 1 cr. Offered spring. Prereq., HHP 240, 366, 367, 368, 369; coreq., HHP 342. Laboratory sessions examining practical applications of current techniques for the prevention and treatment of athletic injuries used by certified athletic trainers.

HHP 361 - Assessment in the Exercise Profession 3 cr.
Prereq., math course numbered 100 or above. Orientation to testing and measuring, the administrative use of tests, elementary statistical techniques and procedures.

HHP 365 – Management in Health and Human Performance Professions 3 cr.
Prereq., HHP 181 and junior standing. Organization, leadership group dynamics, personnel management, budget and finance as they relate to physical education, fitness and sport programs.

HHP 366 Measurement and Modalities 3 cr. Offered autumn. Coreq., HHP 367, 368, 369 or consent of instr. Physiology, indications, contraindications, and application of physical agents; manual muscle testing, and goniometry.

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


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

HHP 377 - Physiology of Exercise 3 cr.
Prereq., Biol 213; coreq., HHP 378. A study of the physiological changes and the significance of these changes, which occur during different types of exercise.

HHP 378 - Physiology of Exercise Laboratory 1 cr.
Prereq., Biol 213; coreq., HHP 377. Laboratory session examining the physiological effect of the different types of exercise on the functions of the human body.
HHP 384 - Motor Control and Learning 3 cr.
Application of research in motor learning with emphasis on developmental and psychological factors related to motor skill acquisition and autonomous motor performance.

HHP 401 - Evaluation of Athletic Injuries 3 cr.
Prereq., HHP 389 or consent of instructor. Recognition and assessment techniques for the identification of sport related injuries.

HHP 402 - Evaluation of Athletic Injuries Laboratory 1 cr.
Prereq. HHP 388, 389 or consent of instructor. Laboratory sessions to develop recognition and assessment techniques for the identification of sport and activity related injuries.

HHP 411 - Advanced Practicum in Athletic Training 3 cr.
Prereq., HHP 341. Advanced clinical experience in a CAATE approved setting. Each student manages injuries of a specific sport and performs administrative duties.

HHP 412 - Advanced Practicum in Athletic Training II 3 cr.
Prereq., HHP 411. Advanced clinical experience in CAATE approved setting. Each student manages injuries of specific sport and performs administrative duties.

HHP 446 - Nutrition for Sport 3 cr.
Prereq., HHP 236 or Biol 213 and junior standing. Nutritional parameters of athletic performance including intervention planning, energy production, the energy nutrients, vitamins and minerals, principles of balanced diets, timing and composition of intakes, hydration, weight management strategies and nutritional need for special situations.

HHP 475 - Legal and Ethical Issues in the Exercise Professions 3 cr.
Prereq., lower-division course in Perspective 5, upper-division or graduate status, or consent of instr. Legal and ethical bases for litigation in the exercise professions with emphasis on tort, contract, and civil rights issues.

HHP 479 - Sports Medicine 2 cr.
Prereq., HHP 377 and PT 364. The etiology and management of sports related injuries/illnesses. Includes: therapeutic use of drugs, pre-participation screening techniques, ergogenic aids, the aging athlete, the sports medicine team concept and current orthopedic treatments for sports injuries.

HHP 485 Theories of Health Behavior and Counseling 3 cr. Offered autumn. Exploration of the helping role as it relates to health behavior, health assessment, problem-solving and referral skills. Application of theories to facilitation of healthy behavior changes.
TECHNICAL STANDARDS
RHINEHART ATHLETIC TRAINING CENTER
THE UNIVERSITY OF MONTANA-MISSOULA
TECHNICAL STANDARDS FOR ATHLETIC TRAINING

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

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

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

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

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

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

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

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

Entry-Level Athletic Training Education 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.

Part 3 - Technical Standards
The following sample technical standards are presented in three sections. The introduction explains the rationale for the technical standards and how the program may use them. The main section includes the technical standards. The final section includes a statement that the student has read the technical standards and, by their signature, acknowledges an understanding of the implications of the standards.

Institutions and programs should use these sample technical standards as a reference point in the development of more detailed and/or specific standards for their program.

Compliance with technical standards does not guarantee a student's eligibility for the BOC certification exam.
THE UNIVERSITY OF MONTANA–MISSOULA
ATHLETIC TRAINING EDUCATION PROGRAM
TECHNICAL STANDARDS FOR ADMISSION

The Athletic Training Educational Program (ATEP) at The University of Montana-Missoula is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the ATEP 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 ATEP must meet the following abilities and expectations. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program.

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

Candidates for selection to the ATEP 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.
9. the ability to meet the needs of current Commission on Accreditation of Allied Health Education Programs (CAATE) academic competencies and proficiencies.

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

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

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

Signature of Applicant _______________________________ Date ___________________

Please Print Name ________________________________
BLOOD BORNE PATHOGENS
BLOOD BORNE PATHOGENS

The NATA recognizes that blood borne pathogens such as HIV, HBV, and HCV present many complex issues for athletic trainers, athletic administrators, and others involved with the care and training of athletes. As the primary health-care profession involved with the physically active, it is important for athletic trainers to be aware of these issues. The NATA therefore offers the following guidelines and information concerning the management of blood borne pathogen related issues in the context of athletics and settings in which the physically active are involved.

It is essential to remember, however, that the medical, legal, and professional knowledge, standards, and requirements concerning blood borne pathogens are changing and evolving constantly, and vary, in addition, from place to place, and from setting to setting. The guidance provided in these guidelines must not, therefore, be taken to represent national standards applicable to members of the NATA. Rather, the guidance here is intended to highlight issues, problems, and potential approaches to (or management of) those problems that NATA members can consider when developing their own policies with respect to the management of these issues.

Athletic Participation

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

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

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

Education of the Physically Active

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

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

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

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

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

The risk of blood borne 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 producers 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 Blood borne 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. Requires 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 (J. Burgett, RN, May, 1993), 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.

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

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

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

TRAINING:
Students training shall be done prior to the student’s first potential exposure to Blood borne pathogens. The training shall include the requirements of the Blood borne Pathogen Standard, universal precautions and The University of Montana-Missoula policy. This training may be incorporated into class materials or done through the semi-annual training provided for The University at large at the beginning of each semester.

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

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

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

300,000 persons are infected with Hepatitis B each year in the United States. 50,000 become ill and jaundiced while 10,000 are hospitalized. Annually, 250 people die from Hepatitis B infection. Health officials estimated that 750,000 to 100,000 carriers of the virus live in this country. Chronic carries often have no symptoms and can be identified only by having a blood test. Hepatitis B infection is a major cause of acute and chronic hepatitis cirrhosis and primary liver cancer that is 12-300 times higher than that of other persons. An estimated 4,000 persons die each year from Hepatitis B related cirrhosis and more than 800 die from Hepatitis B related liver cancer.

There is no specific treatment and no known cure for Hepatitis B. Therapy is directed toward relieving symptoms and making the patient more comfortable. While most patients recover, Hepatitis B can be very serious and even fatal.

OSHA now recommends that employees with reasonable anticipated occupational exposure, regardless of how often the exposure may occur be vaccinated for Hepatitis B.
PLEASE CONTACT DENNIS MURPHY OR STAFF MEMBER IN THE RATC TO REQUEST TO VIEW THE VIDEOTAPE PREVENTING DISEASE TRANSMISSION. COMPLETE THE ACCOMPANYING QUIZ AND ONCE YOU COMPLETE IT SUBMIT TO DENNIS OR RATC STAFF.

Short Answer

Please read each question and write the correct answer(s) in the space provided.

1. List four conditions that must be present for a disease to be transmitted from one person to another.

1. If your equipment becomes contaminated with blood or other body fluids what type of solution would you use to disinfect it?

1. Complete the table. Fill in the modes of transmission for each disease

<table>
<thead>
<tr>
<th>Disease</th>
<th>Mode of transmission</th>
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<td>HIV/AIDS</td>
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<td>Hepatitis B</td>
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4. List six precautions you can take to prevent disease transmission.
RHINEHART ATHLETIC TRAINING CENTER
THE UNIVERSITY OF MONTANA-MISSOULA
STAFF HBV FORM

One form to be completed for every employee determined as having risk for an occupational exposure.

Name: __________________________________________

SSN: __________________________ Date: __________________________

Job Title: __________________________________________

A. I decline the Hepatitis B vaccination series:

[Boxed text]

I understand that due to my occupational exposure to blood or other potentially infectious materials I may be at risk of acquiring the Hepatitis B Virus. I have been given the opportunity to be vaccinated with Hepatitis B vaccine, at no charge to myself. However, I decline Hepatitis B vaccination at this time. I understand that by declining this vaccination, I continue to be at risk of acquiring Hepatitis B, a serious disease. If, in the future, I continue to have occupational exposure to blood or other potentially infectious materials and I want to be vaccinated with hepatitis B vaccine, I can receive the vaccination series at no charge to myself.

________________________ Signature of employee ________________________

B. I decline the Hepatitis B vaccination series because:

_____ the vaccination is contraindicated for medical reasons (please sign the release above)

_____ I have previously received the complete vaccination series

Date series started

Date of second shot

Date of third shot

Date series completed

Date titer drawn

Results of titer

_____ less than 10 (receive booster or sign release)

_____ 10 or greater

Attach proof of titer, if no proof,

Titer drawn for UM position

Attach result - if negative, go to D

C. I will begin the Hepatitis B vaccination series:

Date series started

Date of second shot

Date of third shot

Date series completed

Date titer drawn

Result of titer

_____ less than 10 (negative)

Date of booster

Result of second titer

_____ less than 10

_____ 10 or greater

_____ 10 or greater (positive)

D. Follow Up

Four years after titer was drawn.

Result of titer

_____ less than 10 (negative)

Date of booster

_____ 10 or greater (positive)

E. Follow Up

Four years after last titer was drawn.

Date titer drawn

Result of titer

_____ less than 10 (negative)

Date of booster

_____ 10 or greater (positive)

Note: If an employee has not responded after receiving the series and one-booster and wishes additional boosters, they will receive them at no cost.

Note: If routine booster does(s) of Hepatitis B vaccine are recommended by the U.S. Public Health Service at a future date, the form will be amended and boosters will be administered at no cost to the employee.

These records maintained at the Rhinehart Athletic Training Center location.
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