Athletic Training Education Program

Athletic Training Student Manual

Department of Health and Human Performance
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**Introduction**

Welcome to the University of Montana Athletic Training Education 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 an allied health professional.

**Purpose**

The purpose of this manual 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.

**General Description of Program**

The undergraduate Athletic Training Program is an accredited, limited access program designed to prepare students for a successful career as a qualified allied health care professional educated and experienced in the management of health care problems associated with sports participation. Selected admissions to the major are gained through completion of required criteria set forth by the Department of Health and Human Performance, in addition to the regular School of Education, and university application processes. Successful completion of the major qualifies students for the National Athletic Trainers’ Association Board of Certification (BOC) Examination.

**Mission Statement**

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

1. The program seeks to provide an effective and interactive learning environment for students wishing to pursue a career in athletic training.
2. The program seeks to develop the critical thinking, decision-making, and communication skills necessary for success in athletic training, allied health care, and a broader spectrum of professions in today’s society.
3. The program desires to expose students to hands-on experiences, clinical settings, and professionals representing a wide range of allied and medical health care professions.
4. The program works to provide a foundation for success predicated on both a didactic and clinical knowledge base.
5. The faculty, clinical athletic trainers, and athletic training students strive to create an environment consistent with quality health care for the athletes/patients in the clinical setting while achieving the educational goals of the student and the program.

**Objectives**

1. Graduates will be prepared for an entry-level position in athletic training in a variety of settings with a wide range of athletic populations.
2. Graduates of the Athletic Training Program will be able to demonstrate specific knowledge in the field of athletic training as demonstrated by passing the Board of Certification Examination.
3. Graduates of the Athletic Training Program will be recognized as prepared for an entry-level position or advanced study in athletic training by external constituencies, program faculty, potential employers and self-evaluation.
4. Graduates of the Athletic Training Education Program will find ready employment in the field.

**Description of the Profession**

(CAA TE 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.
ACCREDITATION

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

- Risk Management and Injury Prevention
- Pathology of Injuries and Illnesses
- Assessment and Evaluation
- Acute Care of Injury and Illness
- Pharmacology
- Therapeutic Modalities
- Therapeutic Exercise
- General Medical Conditions and Disabilities
- Nutritional Aspects of Injury and Illness
- Psychosocial Intervention and Referral
- Health Care Administration
- Professional Development and Responsibility

The Athletic Training Education Program at UM received reaccreditation from CAATE in July 15, 2006. (www.caate.net)
For more information on CAATE, contact:

CAATE
2201 Double Creek Drive
Suite 5006
Round Rock, TX 78664

Phone: 512.733.9700
Fax: 512.733.9701

Lynn Caruthers
Administrative Director
e-mail: caate@sbcglobal.net

Sheila Caruthers
Administrative Assistant
e-mail: sheila.caate@sbcglobal.net
THE UNIVERSITY OF MONTANA
Bachelor of Science (BS) in Health and Human Performance, Major in Athletic Training

**Athletic Training Education Program Requirements:**

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

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENEX 101</td>
<td>Composition</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 151N</td>
<td>General and Inorganic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>HHP 181</td>
<td>Foundations of HHP</td>
<td>3</td>
</tr>
<tr>
<td>HHP 184</td>
<td>Personal Health and Wellness</td>
<td>3</td>
</tr>
<tr>
<td>HHP 226</td>
<td>Basic Exercise Prescription</td>
<td>3</td>
</tr>
<tr>
<td>BIO 106N</td>
<td>Elementary Medical Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>COMM 111A</td>
<td>Intro to Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 152N</td>
<td>Organic and Biological Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CS 171</td>
<td>Communications via Computers</td>
<td>3</td>
</tr>
<tr>
<td>MATH 117</td>
<td>Probability and Linear Math</td>
<td>3</td>
</tr>
<tr>
<td>SCN 201N</td>
<td>Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>SCN 202N</td>
<td>Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>FOR 220</td>
<td>Technical Writing</td>
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</tr>
<tr>
<td>PSYCH 100S</td>
<td>Intro to Psychology</td>
<td>4</td>
</tr>
<tr>
<td>HHP 240</td>
<td>Prev and Care of Athletic Inj</td>
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<tr>
<td>HHP 241</td>
<td>Prev and Care of Athletic Inj Lab</td>
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</tr>
<tr>
<td>HHP 242</td>
<td>Directed Clinical Observation</td>
<td>1</td>
</tr>
<tr>
<td>HHP 288-289</td>
<td>First Aid and CPR</td>
<td>3</td>
</tr>
<tr>
<td>PHAR 110N</td>
<td>Use and Abuse of Drugs</td>
<td>3</td>
</tr>
</tbody>
</table>

j. Submit a completed Athletic Training Application by February 1st
k. Complete an interview by invitation.
Retention Standards (Appendix A):

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

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

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

Academic Plan

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

**FIRST YEAR – AUTUMN**

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENEX 101</td>
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<td>Foundations of HHP</td>
<td>3</td>
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<td>HHP 184</td>
<td>Personal Health and Wellness</td>
<td>3</td>
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<tr>
<td>HHP 226</td>
<td>Basic Exercise Prescription</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>General Education Requirement</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits 18**
**FIRST YEAR – SPRING**
BIO 106N  Elementary Medical Microbiology 3
COMM 111A  Intro to Public Speaking 3
CHEM 152N  Organic and Biological Chemistry 3
CS 171  Communications via Computers 3
MATH 117  Probability and Linear Math 3

**Total Credits** 15

**SECOND YEAR- AUTUMN**
SCN 201N  Anatomy and Physiology I 4
FOR 220  Technical Writing 2
PSYCH 100S  Intro to Psychology 4
HHP 240  Prev and Care of Athletic Inj 2
HHP 241  Prev and Care of Athletic Inj Lab 1
HHP 242  Directed Clinical Observation 1
General Education Requirement 3

**Total Credits** 17

**SECOND YEAR – SPRING**
HHP 288-289  First Aid and CPR 3
SCN 202N  Anatomy and Physiology II 4
PHAR 110N  Use and Abuse of Drugs 3
General Education Requirement 6

**Total Credits** 16

*Completion of the above sequence does not automatically admit students into the Athletic Training Education Program.*

**Athletic Training Professional Track Sequence**

**THIRD YEAR – AUTUMN**
HHP 340  Practicum in Athletic Training I 3
HHP 361  Assessment in PE & Health 3
HHP 366  Measurement and Modalities 3
HHP 367  Measurement and Modalities Lab 1
HHP 368  Applied Anatomy and Kinesiology 3
HHP 369  Applied Anatomy and Kinesiology Lab 1

**Total Credits** 14

**THIRD YEAR – SPRING**
HHP 341  Practicum in Athletic Training II 3
HHP 342  Advanced Athletic Training 3
HHP 343  Advanced Athletic Training Lab 1
HHP 372  Biomech/Rehab of Athletic Injuries 2
HHP 373  Biomech/Rehab of Athletic Injuries Lab 1
HHP 384  Motor Control & Learning 3

**Total Credits** 13
### FOURTH YEAR- AUTUMN

<table>
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<th>Credits</th>
</tr>
</thead>
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<td>HHP 377</td>
<td>Physiology of Exercise</td>
<td>3</td>
</tr>
<tr>
<td>HHP 378</td>
<td>Physiology of Exercise Lab</td>
<td>1</td>
</tr>
<tr>
<td>HHP 401</td>
<td>Evaluation of Athletic Injuries</td>
<td>2</td>
</tr>
<tr>
<td>HHP 402</td>
<td>Evaluation of Athletic Injuries Lab</td>
<td>1</td>
</tr>
<tr>
<td>HHP 411</td>
<td>Advanced Practicum Athletic Training I</td>
<td>3</td>
</tr>
<tr>
<td>HHP 446</td>
<td>Nutrition for Sport</td>
<td>3</td>
</tr>
<tr>
<td>HHP 485</td>
<td>Theories Health Behavior Counseling</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>16</strong></td>
</tr>
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</table>

### FOURTH YEAR- SPRING

<table>
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<td>HHP 365</td>
<td>Mgmt in HHP Professions</td>
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<tr>
<td>HHP 412</td>
<td>Advanced Practicum Athletic Training II</td>
<td>3</td>
</tr>
<tr>
<td>HHP 475E</td>
<td>Legal &amp; Ethical Issues in Hlth &amp; Ex Prof</td>
<td>3</td>
</tr>
<tr>
<td>HHP 479</td>
<td>Sports Medicine</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>General Education Requirement</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

**Please Note:**

HHP 340, 341, 411, 412 each require a minimum of 250 hours/semester of clinical education at various sites. Students should be aware that this is a considerable time commitment and should plan accordingly. Students may be expected to accumulate more than 250 hours/semester in some rotations due to the demands of the particular rotation.

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

There will be additional costs (above tuition and fees) for the clinical rotations. Costs may include, but are not limited to professional liability insurance, physical examination and immunizations, and professional association fees. Transportation is needed for all off-campus clinical sites. Each student will have a minimum of one off-campus site.
The University of Montana Athletic Training Education Program

Technical Standards

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 they may be used by the program. 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 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). The following abilities and expectations must be met by all students admitted to the ATEP. 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.

UM Athletic Training Students who may have a disability (diagnosed or undiagnosed) and would like to ask for reasonable accommodations in order to meet the ATEP technical standards are encouraged to contact the Disability Services for Student (DSS) Center located in the Lommasson Center 154 on campus or visit them on their web home page at (http://umont.edu/dss/). The Disability Services for Students (DSS) will evaluate each student to determine if a condition qualifies as a disability under applicable laws. If associated qualified health care providers diagnose a disability, an individual plan will be tailored for each student to provide reasonable accommodations. These accommodations will not (a) “fundamentally alter” and/or (b) place an “undue burden on” the educational program or academic requirements and technical standards essential to the athletic training education program (ATEP).

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;
6. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.
7. The ability to meet the needs of current Commission on Accreditation of Athletic Training Education (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.

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 ____________________
Clinical Education Glossary of Terms

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

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

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

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

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

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

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

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

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

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

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

Direct Supervision: Constant visual and auditory interaction between the student and the ACI must be maintained. If the ACI is not present, the student shall act as a first responder.

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

Learning over Time: Documented continuous process of skill acquisition, progression, and student reflection. This involves progression through the cognitive, psychomotor, and affective domains in different environments.
UMATEP Clinical Education Plan

Clinical Education Plan:

The clinical education component of the UM ATEP is designed to provide “real life” learning experiences for students following classroom and laboratory competence. The clinical experiences are encompassed within four educational courses totaling 12 credit hours (HHP 340, 341, 411, 412). Within each course, students are assigned to supervising clinical instructors (CI) or approved clinical instructors (ACI) on the campus of the University of Montana as well as to those working at off-campus affiliated sites.

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

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

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

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

Rhinehart Athletic Training Center

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<thead>
<tr>
<th>CI/ACI</th>
<th>Position</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dennis Murphy</td>
<td>Head Certified Athletic Trainer</td>
<td><a href="mailto:dennis.murphy@msu.mont.edu">dennis.murphy@msu.mont.edu</a></td>
</tr>
<tr>
<td>J.C. Weida</td>
<td>Associate Certified Athletic Trainer</td>
<td><a href="mailto:jc.weida@msu.mont.edu">jc.weida@msu.mont.edu</a></td>
</tr>
<tr>
<td>Karla Judge</td>
<td>Assistant Certified Athletic Trainer</td>
<td><a href="mailto:karla.judge@msu.mont.edu">karla.judge@msu.mont.edu</a></td>
</tr>
<tr>
<td>Toby van Amerongen</td>
<td>Assistant Certified Athletic Trainer</td>
<td></td>
</tr>
<tr>
<td>Adrian Yahvah</td>
<td>Graduate Assistant, ATC</td>
<td><a href="mailto:adrian.yahvah@msu.mont.edu">adrian.yahvah@msu.mont.edu</a></td>
</tr>
<tr>
<td>Drew Babcock</td>
<td>Graduate Assistant, ATC</td>
<td><a href="mailto:drew.babcock@msu.mont.edu">drew.babcock@msu.mont.edu</a></td>
</tr>
</tbody>
</table>

RATC phone number: 406-243-6362

First year athletic training students (FYATS) will be assigned a CI/ACI for a period of seven weeks. Each student will have the opportunity to work with several different CI/ACIs throughout the year. During this time, students will complete hours at the RATC as set forth by the clinical instructor.

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

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

Physical Therapy Clinic

<table>
<thead>
<tr>
<th>CI</th>
<th>E:Mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bob Botkin PT, ATC</td>
<td><a href="mailto:botkinpeakpt@yahoo.com">botkinpeakpt@yahoo.com</a></td>
<td>406-542-0808</td>
</tr>
<tr>
<td>Dennis McCrae PT, ATC</td>
<td>-------</td>
<td>406-542-0808</td>
</tr>
<tr>
<td>Tim Messer PT, ATC</td>
<td><a href="mailto:tim_messer1@hotmail.com">tim_messer1@hotmail.com</a></td>
<td>406-829-9600</td>
</tr>
<tr>
<td>Kevin Vogelzang PT, ATC</td>
<td><a href="mailto:vogelzangpt@hotmail.com">vogelzangpt@hotmail.com</a></td>
<td>406-240-0522</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>CI/ACI</th>
<th>E:Mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer Wellman, ATC</td>
<td><a href="mailto:jwellman@mcps.k12.md.us">jwellman@mcps.k12.md.us</a></td>
<td>239-6181</td>
</tr>
<tr>
<td>Tori Stahl, ATC</td>
<td><a href="mailto:tstahl@mcps.k12.md.us">tstahl@mcps.k12.md.us</a></td>
<td>728-2400 ext 8038</td>
</tr>
</tbody>
</table>

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

- **Note:** Students should not sign up for other events on campus while completing rotations off campus.

- **Students completing off campus rotations at a high school or other traditional settings, need to carry a fanny pack for practice and game coverage.**

Curry Health Center/Health Care Facility

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

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

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

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

Course work:
HHP 240  Prevention and Care of Athletic Injuries
HHP 241  Prevention and Care of Athletic Injuries Laboratory
HHP 242  Clinical Observation in Athletic Training
HHP 288  First Aid and CPR
HHP 289  First Aid and CPR Laboratory

First Year Athletic Training Students (FYATS)
Students formally admitted into the Professional Program

Clinical Requirements:
1. Completion of 250 hours of clinical education each semester
2. Clinical education at high school, Curry Health Center, and RATC (rotations include four 7 week rotations, one of which includes a 3 week rotation at a high school followed by a two week rotation at Curry Health Center, and three weeks at a PT clinic/outreach program)

Objectives:
1. Gain a better understanding of the athletic training profession in a variety of settings through clinical education
2. Gain a working knowledge of emergency action plan at each clinical site (understand role, know telephone numbers, memorize procedures)
3. To perform basic techniques of taping, wrapping, and bracing
4. Demonstrate an understanding of operational policies and procedures of an athletic training facility, clinic, or high school. This includes, but is not limited to opening and closing duties, cleaning, maintenance, preparing whirlpools and other modalities, administrative duties such as filing, and data entry
5. Develop a working knowledge and perform injury documentation, utilizing both paper and computerized systems
6. Modality set-up with parameters provided by clinical instructor or higher level professional athletic training student
7. Provide proper first aid to injured athletes
8. Assist with the pre and post practice treatment of athletes
9. Initiate evaluation of injured athlete under the supervision of a clinical instructor
10. Develop and implement rehabilitation programs under the supervision of a clinical instructor
11. Adhere to OSHA standards and guidelines
12. Use appropriate medical terminology
13. Practice and event coverage with assigned clinical instructor
14. Gain a better understanding of general medical conditions through clinical observation
15. Maintain current first aid and CPR for the Professional Rescuer certification
16. Collaborate and communicate effectively with pre-professional athletic training students, other professional athletic training students, and supervising clinical instructors

Course Work:
HHP 340 Athletic Training Practicum I
HHP 366 Measurement and Modalities
HHP 367 Measurement and Modalities Laboratory
HHP 368 Applied Anatomy and Kinesiology
HHP 369 Applied Anatomy and Kinesiology Laboratory
HHP 341 Athletic Training Practicum II
HHP 342 Advanced Athletic Training Techniques
HHP 343 Advanced Athletic Training Techniques Laboratory
HHP 372 Biomechanics and Rehab of Athletic Injuries
HHP 373 Biomechanics and Rehab of Athletic Injuries Lab

**Second Year Athletic Training Student (SYATS)**
Students formally admitted into the Professional Program

Clinical Requirements:
1. Completion of 250 hours of clinical education each semester
2. Clinical education at physical therapy clinic, Curry Health Center, physicians office and RATC (rotations include one 14 week in season, senior rotation, and two 7 week rotations (a 4 week rotation at a physical therapy clinic and two weeks in general medical; the other 7 weeks is with an ACI/CI in the offseason)

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

Course Work:
HHP 401 Evaluation of Athletic Injuries
HHP 402 Evaluation of Athletic Injuries Laboratory
HHP 411 Advanced Practicum in Athletic Training I

HHP 412 Advanced Practicum in Athletic Training II
HHP 479 Sports Medicine

General Medical Clinical Rotation Objectives (FYATS/SYATS):

1. AT students will observe associated general medical (GM) conditions other than the typical orthopedic conditions already observed.
2. AT students will observe a variety of physical and psychological assessments and treatment approaches performed by various medical clinicians.
3. AT students will observe a variety of procedures and techniques utilized by clinicians to diagnose medical conditions.
4. Provide AT students the opportunity to observe and gain hands on experience with diagnostic tools/instruments (otoscope, stethoscope, etc) to identify abnormal medical conditions.
**Hour Requirement:**

Students will be required to accumulate 250 hours per semester as part of the Clinical Education Plan. This averages out to 15-20 hours per week. There will be variation in the number of hours the student will be in the assigned clinical rotation depending on the clinical instructor to which the student is assigned and the demands of the sport. Some exceptions to the hour accumulation guidelines may be considered depending on the clinical rotation. Decisions are considered on an individual basis.

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

**Hour Logs:**

- Hours must be recorded on the appropriate time sheets that are located in three ring binders located within the clinical settings (Appendix A). Hours are to be rounded off to fourths and must be verified by an appropriate clinical instructor on a daily basis.
- These time sheets are to be turned into the Clinical Coordinator on a monthly basis with total hours computed. The student must total the hours and have a clinical instructor verify them with a signature on the bottom. **Unsupervised time may not be included in the hours.** Travel time to an away event with a clinical instructor may not be included in the clinical hour requirement. Verification of hours is necessary in many states for licensure and to ensure that students are getting similar experiences.
- Students should make copies of their hour logs prior to turning them into the Clinical Coordinator.

**Clinical Proficiencies (Appendix E):**

Students will receive a clinical proficiency matrix in their clinical instruction course (HHP 340, 341) or in another didactic course. The entry-level athletic training proficiencies serve two purposes: (1) they define the common set of skills that entry level athletic trainers should posses; and (2) they define the structure of athletic training clinical education as an outcomes-based qualitative system. The Clinical Proficiencies only describe the clinical aspects of the education pedagogy. These Proficiencies are used concurrently with our didactic coursework that emphasize Cognitive, Psychomotor, and Affective Competencies. Students should track the completion of proficiencies on their master checklist.

**Clinical Proficiency Outcomes:**

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

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

Clinical Proficiency Grading Criteria:

1/5 = Must Review; ATS unable to identify problem or course of action on own.

2/5 = Action only; ATS may perform skill required if told what to do and how to do it. Needs improvement with critical thinking skills.

3/5 = Needs assistance; ATS is able to explain and demonstrate skills with some assistance/prodding from ATC or instructor. ATS is able to identify problem, but unable to carry out solution on own.

4/5 = Knowledgeable; ATS is knowledgeable in area of skills to be performed, but needs improvement in actual skill performance. ATS I able to identify problem and designate course of action, but needs improvement in carrying out action.

5/5 = Confident and Competent; ATS demonstrates knowledge of skills and is confident in his/her own ability to perform said skills. Able to think critically and problem solve in a variety of situations.

First Aid & CPR Certification:
Current CPR & First Aid certification must be maintained throughout the entire program. Students will not be allowed to start a clinical assignment without these certifications. Please check due dates on certification to prevent lapses in certification. Re-certification classes are held at various times throughout the year. Students may use the American Red Cross, American Heart Association, or National Safety Council.

Hepatitis B Vaccine:
Students are required to have received the Hepatitis B vaccine or have signed a waiver refusing the vaccine prior to the completion of the first clinical assignment.

Physical Examination:
Students are required to have a copy of the physical examination verification form on file prior to beginning the Athletic Training Education Program. This will be completed by the Team Physician or the Medical Director.
Proof of Insurance Coverage:
Some of the facilities students may be assigned to require additional personal malpractice insurance. Please see the Program Director for information on purchasing insurance. While participating in assigned clinical rotation with an established clinical education facility of the University of Montana, students will be covered by the blanket UM malpractice insurance. Students may want personal liability insurance in addition to the Universities insurance. The following websites provide additional information regarding professional liability insurance:

- www.nata.org/student/files/marshliability.pdf
- www.hpso.com

Personal Appearance:
People express themselves in many different ways, and the recent trends in body piercing, tattooing, and unique hairstyles certainly fall under self-expression. The professional staff enjoys the diverse backgrounds of the students in the program. However, because the Athletic Training Rooms and clinical sites are classified as medical facilities and Athletic Training Students are pursuing an education in a professional field, self-expression should be restricted while working with athletes and patients. All athletic training students must practice good hygiene. Hair should be kept neat and out of the way. Facial hair is discouraged but if it is a permanent (longer than 6 months) appearance feature it must be kept trimmed. Athletic Training students are expected to use discretion with make-up, perfume, cologne, and jewelry. No attention causing hairstyle or accessories may be worn. If students have any concerns, immediately contact an athletic training staff member or the Athletic Training Education 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.

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

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

Clinical Education Supervision (Appendix A):

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

Students will be required to complete evaluations on clinical instructors and clinical sites. These evaluations are completed at the end of a rotation. In addition to this, each student will be required to complete a self-evaluation following each rotation. Information obtained from these evaluations is utilized to make any necessary improvements or adjustments in the academic program.

These forms are to be completed online by the set dates. The Clinical Coordinator will email you the link to access the online evaluations.

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 strongly recommended 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.nsca-lift.org

Scholarship Information

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

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

Athletic Training Program Reference List:

A list of books and journals available at the UM Mansfield Library is provided in the athletic training student manual provided by the RATC staff. Students should become familiar with the resources available to them, as many classroom assignments require outside resources.
Athletic Training Students and Relationships Issues

**Clinical Instructors**

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

**Team Physician/Allied Health Care Professionals**

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

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

**Coaches**

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

**Athletes**

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

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

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

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

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

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

6. Athletic Trainer should recognize that 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.
Professionalism

The Athletic Training Clinic is essentially a medical facility and must function as such. One of the attractions to working in the traditional athletic training environment is the sometimes relaxed and casual atmosphere. In this atmosphere, it is very important to be acutely aware of what is being said and who might be listening. An athlete’s medical file is personal and confidential, and the information contained in it cannot be given out without the express written consent of the athlete. To do so is against the law. One way to prevent inadvertent slips and mistakes in judgment is to always represent the University of Montana Athletic Training Education 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 Education Program.
3. Be aware of your skill level and your limitations. Only perform those treatments for which you have been evaluated by a clinical instructor and deemed proficient.
4. Consult your Clinical Instructor prior to administering any treatments on athletes.
5. The medical care of athletes is your first priority.
6. Use the proper channels to answer questions and for procedural advice.
   (Communicate with your Clinical Instructor)
7. Respect the right of confidentiality of the athletes and their medical conditions.
8. Assist the Professional Staff with the daily functions of the athletic training clinic.
9. Assist the Professional Staff in maintaining accurate treatment logs and other medical records.
10. Assist the certified Athletic Training Staff in maintaining confidentiality.
11. Complete assigned tasks in an appropriate and timely manner.
12. Take accurate phone messages that indicate who called, the time and date of the call.
13. Practice universal precautions and maintain excellent sanitary conditions in all procedures.
15. Grant special privileges to no one. All team members 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 clinic and equipment with respect and care.
19. Apply appropriate tapings, wrappings, and bandages as instructed.
20. Complete Injury Report Forms for all new injuries and log treatments as rendered.
21. Follow rehabilitation protocols on the athletes chart as instructed.
22. Write and sign SOAP notes on the athletes’ charts as instructed.
23. Communicate with Clinical Instructors regarding new injuries.
24. Be prepared to assist with the care of an injured athlete who is brought in for first aid.
25. When answering the phone, use the phrase, “UM Athletic Training. This is {NAME}. How may I help you?”
26. When traveling with a sport team, you must abide by the athletic code. *No alcohol, drugs, or unacceptable conduct at any time.*
27. When you have free time in the athletic training clinic, use it to discuss relevant topics in sports medicine, or practice athletic training skills on each other.
28. Maintain and stock tables, drawers and counters with the proper items whenever necessary.
University of Montana Athletic Trainers’ Student Association (UMATAA)
The University of Montana
Athletic Training Students’ Association
- Constitution -

I. Name
   a. The name of this organization shall be the University of Montana Athletic Training Students’ Association (UMATSA).
   b. This organization will be affiliated with the University of Montana Athletic Training Education Program.

II. Purpose
   a. The UM Athletic Training Education Program is designed to prepare students for a successful career as a qualified allied health care professional, educated and experienced in the management of health care problems associated with sports participation.
   b. UMATSA is dedicated to provide opportunities for ongoing professional development and interaction with other health professionals for athletic training students.
   c. UMATSA is committed to mentoring pre-professional athletic training students.
   d. UMATSA is dedicated to work with other athletic training professionals and allied health care providers in supporting licensure efforts in the state of Montana.

III. Membership
   a. Only students currently enrolled (first year or second year athletic training students) in the UM Athletic Training Education Program will be active voting members. These members will be granted voting privileges for all meetings and functions.
   b. Each pre-professional program athletic training class (freshman and sophomore) will have a class representative that will function as an active voting member of the UMATSA. The class representative will meet with his/her respective class prior to voting. A minimum of 10 members from each class should be present in order for the class representative’s vote to be considered valid.
   c. Other students not enrolled in the UM Athletic Training Education Program will be considered active non-voting members. These members will not be granted voting privileges, but may still attend all meetings and functions.
   d. Active membership or voting privileges will be revoked for: any athletic training student removed from the UM Athletic Training Education Program or inactivity based on the digression of the executive board and advisor. Active membership may also be revoked for any non-voting member by a quorum vote.

IV. Duties of the University of Montana Athletic Training Students’ Association
   a. Representing the UM Athletic Training Education Program
   b. Attending university, community, state, regional, and national functions to promote the UM Athletic Training Education Program
   c. Developing community relationships to promote the UM Athletic Training Education Program
   d. Providing community service to promote the UM Athletic Training Education Program
e. Developing fundraising efforts for members of the community
f. Developing fundraising efforts for UMATSA
g. Developing strategies to encourage participation in UMATSA and the UM Athletic training education program
h. Mentoring of pre-professional athletic training students

V. Elected Officers
   a. President
      i. Eligible to run as a second year athletic training student
      ii. Preside over and conduct all officers and UMATSA meetings
      iii. Oversee all voting matters and proceedings
      iv. Appoint and oversee organizational functions
      v. Maintain communication with membership
      vi. Develop fundraising efforts for community and UMATSA
      vii. Serve as primary university liaison
   b. Vice-President
      i. Eligible to run as a first year athletic training student (the exception is for the 2007-2008 school year, in which two vice presidents will be elected- a second year athletic training student in addition to a first year athletic training student)
      ii. Attend all officers meetings
      iii. Attend all UMATSA meetings
      iv. Assist the President with all duties
      v. Preside over meetings in President’s absence
      vi. Develop community service efforts
      vii. Develop and plan UMATSA social functions with Treasurer
   c. Secretary
      i. Eligible to run as either a first year or second year athletic training student
      ii. Attend all officers meetings
      iii. Attend all UMATSA meetings
      iv. Document and make public all minutes from meetings
      v. Document and make public attendance for all meetings and functions
      vi. Update and maintain UMATSA web site with assistance of faculty representative
      vii. Maintain communication with UM Athletic Training Education Program Alumni by working with Athletic Training Education Program Clerical Staff
      viii. Document all UMATSA events for historical perspective
   d. Treasurer
      i. Eligible to run as either a first year or second year athletic training student
      ii. Attend all officers meetings
      iii. Attend all UMATSA meetings
      iv. Document all UMATSA finances
      v. Disperse UMATSA funds upon approval of UMATSA officers and faculty representative
      vi. Provide semester budgets to UMATSA officers and faculty representative
      vii. Provide yearly budgets to UMATSA membership
viii. Develop and plan UMATSA social functions with Vice President
ix. Develop fundraising efforts for community and UMATSA with President
e. Class Representatives (One representative per freshman and sophomore pre-professional athletic training class)
   i. Attend all officers meetings
   ii. Attend all UMATSA meetings
   iii. Act as voting members for respective class
   iv. Assist UMATSA officers with assigned duties
   v. Provide monthly updates to respective class

VI. Voting and Nominations
   a. Officers
      i. Nominations for new officers will be held the last week of March each year
      ii. Each nomination must receive second nomination to be upheld
      iii. If any member is nominated for more than one position, he or she must decline all but one position
      iv. All nominations must be closed prior to voting
   b. Class representatives
      i. Nominations for new class representatives will be held the second week of September each year.
      ii. Each nomination must receive second nomination to be upheld
      iii. All nominations must be closed prior to voting
   c. Voting
      i. Voting for officers and class representatives will include ballots once nominations are closed
      ii. All ballots will be tabulated by the President, Vice-President, and faculty representative

VII. Meetings
   a. All officers will meet bi-weekly
   b. UMATSA will meet monthly
      i. All meetings will be conducted by Robert’s Rules of Order
         1. The President and Vice-President will be required to receive training, if not aware of these rules.
         2. The faculty representative will ensure all motions and procedures are conducted properly
      ii. Minutes from all meetings will be recorded by the Secretary
   c. All meetings will include a written or electronic agenda.
   d. Additional meetings may be scheduled if the need arises

VIII. Membership Dues
   a. There will be an annual membership fee of $20.00.

IX. Accounting
   a. All UMATSA money shall be placed in a general ASUM account to be monitored by the Treasurer and faculty representative
b. These funds shall be used for general operating expenditures or individual expenses in support of UMATSA, upon approval of UMATSA officers and the faculty representative.

X. Anti-Hazing Clause
a. This organization prohibits its members, both individually and collectively, from committing any acts of hazing as defined herein:
   i. "Hazing" means any action which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with this organization.
   ii. Such terms shall include, but are not limited to, any brutality of physical nature, such as whipping, beating, branding, forced calisthenics, exposure to elements, forced consumption of any food, liquor, drug, or other forced activity which adversely affects the mental health or dignity of the individual to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct which could result in extreme embarrassment or any other activity which could adversely affect the mental health or dignity of the individual.

b. For the purpose of this section any activity as described above upon which the initiation or admission into or affiliation with this organization is directly or indirectly conditioned shall be presumed to be a "forced activity," the willingness of an individual to participate in such activity notwithstanding.

XI. Officer, Class Representative Removal and Member Termination
a. Any officer or class representative may be removed by a 2/3 vote of active voting members.
   i. Replacement of any officer may be elected by a majority vote.
   ii. Officer or representative removal will not terminate association membership
b. Any member will be terminated from membership in UMATSA upon removal from the UM Athletic Training Education Program.
c. Any member may also be terminated from UMATSA membership by a 2/3 vote of active voting members

XII. Ratification and Amendment of Constitution
a. Final copies of the UMATSA Constitution will be provided to all active voting members of the organization. With a majority vote from active voting members, the constitution will be adopted.
b. Suggested amendments to the current UMATSA Constitution may be made the first week of April each year by participating members. With a majority vote from active voting members, the amendments will be adopted.
Appendix A

Clinical Education Forms
AGREEMENT STATEMENT
For Admission to the Athletic Training Education Program

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

I will:

☐ Enroll as a full-time student (unless approved by Program Director).
☐ Maintain a cumulative grade point average of 2.75 or higher.
☐ Maintain a “C” or better in all Athletic Training Core courses.
☐ Achieve satisfactory evaluations in each Clinical Phase before progressing.
☐ Successfully complete coursework in the sequence indicated by the program of study unless approved by Athletic Training Program Director.
☐ Abide by the Code of Ethics of the University and those established by the National Athletic Trainers’ Association.
☐ Obtain Hepatitis B vaccination or sign a waiver prior to clinical experiences.
☐ Show proof of passing a medical physical examination from an approved physician and being able to meet the technical standards for the program. If I cannot meet the technical standards, without accommodation, I will contact Services for Students with Disabilities.
☐ Maintain CPR and First-aid certification.

I understand that I will be expected to complete at least 250 hours of clinical experience each semester and that many of these hours may be during evening and weekends. Hours typically may not be carried to the next semester even if more than the minimum are accumulated in one semester. I also understand that I may be asked to complete clinical experiences during times that school is not in session if my team is participating at that time.

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

I, ____________________________, agree to the above terms and contingent on UM admission policies, intend to enroll into the Athletic Training Education Program for the 2007-2008 entrance period.

__________________________________________  ________________________________________
Printed Name                                           Date

__________________________________________
Student Signature
The University of Montana

ATHLETIC TRAINING EDUCATION PROGRAM

DIRECT SUPERVISION GUIDELINES

The following guidelines delineate the role of an athletic training student within the clinical environment. As a student in the Athletic Training Education Program at the University of Montana, you are expected to conduct yourself in accordance with these guidelines during any clinical experience.

I. DEFINITIONS

A. Clinical Education Experience
   1. Clinical education experience provides an opportunity for integration of psychomotor, cognitive and affective skills, and clinical proficiencies within the context of direct patient care.
   2. An ACI must directly supervise formal clinical education experience.
   3. An ACI or clinical supervisor must supervise other clinical education experiences such as during the field experience.

B. ACI
   1. An Approved Clinical Instructor (ACI) is a BOC Certified Athletic Trainer with a minimum of one year of work experience as a certified athletic trainer, and who has completed clinical instructor training.

C. Field Experience
   1. Field experience provides the student with the opportunity for informal learning and to practice and apply the Entry Level Athletic Training Clinical Proficiencies in a clinical environment under the supervision of an ACI or clinical supervisor.

D. Direct Supervision
   1. The instruction and evaluation of the clinical proficiencies by an ACI.
   2. Constant visual and auditory interaction between the student and the ACI.
   3. The ACI shall be physically present for proficiency instruction and evaluation.
   4. Evaluation of the proficiencies in the clinical setting requires a 1:1 ACI to student relationship.

E. Supervision
   1. Supervision is defined as a clinical experience that involves daily personal/verbal contact at the setting between the athletic training student and an ACI or clinical supervisor.
   2. The ACI or clinical supervisor plans, directs, advises, and evaluates the students' athletic training field experience.

F. Unsupervised
   1. Any clinical experience in which the athletic training student is acting without the presence of an ACI or clinical supervisor.
   2. Team travel experiences without the presence of the student’s assigned ACI or clinical supervisor.
3. Athletic Training Room assignments without the presence of the student’s assigned ACI or clinical supervisor.
4. Mentor observations.

II. ATHLETIC TRAINING STUDENT CLINICAL REQUIREMENTS
1. Students must maintain current certification in First Aid and CPR.
2. Students must successfully complete academic and clinical course work in the appropriate sequence and meet all academic requirements.
3. Students must follow standards of care set by the University of Montana and the clinical setting at which they are completing their clinical experience.
4. Students may begin utilizing clinical skills under the supervision of an ACI or clinical supervisor following their proven proficiency of specified entry-level competencies.
5. The completion of Clinical Experience Hours for CAATE program accreditation must be fulfilled under the direction of an ACI or clinical supervisor.

III. AGREEMENT
I understand that as I continue through the University of Montana Athletic Training Education Program, my clinical skills as a student of the Athletic Training Profession are only utilized under the supervision of an ACI or clinical supervisor as deemed appropriate with my clinical level.

Any unsupervised experiences are carried out with the intent to serve the public under my current certifications or licensures (i.e., CPR, First Aid, First Responder, EMT, paramedic, massage therapist, etc).
The University of Montana
Athletic Training Education Program
Clinical Experience Evaluation
(Student on CI)

Clinical Instructor ____________________ Date ________________

Facility ________________________________

Directions: Rate the clinical instructor on the following criteria utilizing the scale given. Please only circle ONE response.

5 points: Consistently exceeds performance expectations (Outstanding Performance)
4 points: Meets and exceeds performance expectations (Strong Performance)
3 points: Meets performance expectations (Satisfactory Performance)
2 points: Less than satisfactory performance (Below Average Performance)
1 point: Does not meet performance expectations (Unsatisfactory)
N/A: does not apply

Communication/Teamwork
1. Communicates effectively with students, staff, coaches, and athletes 5 4 3 2 1 NA
2. Team player- takes initiative to help others accomplish tasks at hand (field set up, cleaning, game preparation, etc) 5 4 3 2 1 NA
3. Accountable for own actions (admits mistakes and accepts feedback) 5 4 3 2 1 NA
4. Openness to change (flexible with new ideas/ schedules) 5 4 3 2 1 NA
5. Demonstrates a strong rapport with peers 5 4 3 2 1 NA
6. Accessible and responsive to student needs 5 4 3 2 1 NA
7. Provides clear schedules, roles, and objectives for each student 5 4 3 2 1 NA
8. Communicates information to students in a timely manner 5 4 3 2 1 NA
9. Addresses student’s concerns and conflicts in a fair and objective manner 5 4 3 2 1 NA
10. Recognizes student’s efforts and accomplishments 5 4 3 2 1 NA
11. Provides constructive feedback on a regular basis 5 4 3 2 1 NA

Professionalism
12. Consistently displays positive attitude, friendly, and courteous 5 4 3 2 1 NA
13. Represents USF ATEP well 5 4 3 2 1 NA
14. Consistently protects patient/athlete privacy and confidentiality 5 4 3 2 1 NA
15. Keeps job stresses/demands out of athlete’s view 5 4 3 2 1 NA
16. Interacts appropriately and professionally amongst peers 5 4 3 2 1 NA
17. Promotes and demonstrates professionalism at all times 5 4 3 2 1 NA

Professional Development/ Clinical Skills
18. Follows proper protocol and policy, aware of safety issues 5 4 3 2 1 NA
19. Demonstrates solid knowledge base of concepts/skills taught 5 4 3 2 1 NA
20. Allows students to assume responsibility equally 5 4 3 2 1 NA
21. Demonstrates a commitment to personal and professional growth 5 4 3 2 1 NA
22. Actively facilitates learning amongst peers 5 4 3 2 1 NA

Time Management
23. Demonstrates effective time management skills and organization 5 4 3 2 1 NA

Critical Thinking Skills
24. Willing to share ideas and knowledge 5 4 3 2 1 NA
25. Ability to problem solve and make appropriate decisions 5 4 3 2 1 NA
### Personality

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<td>29. Displays confidence in his/her ability</td>
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<td>30. Demonstrates self-control/discipline</td>
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### Clinical Rotation Site

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<td>31. CI provided student with opportunity to see many injuries and situations</td>
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<td>32. CI provided student with opportunity to practice clinical proficiencies</td>
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<td>33. CI provided student with opportunity to incorporate his/her skills with patient care</td>
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<td>34. CI provided a challenging and stimulating environment</td>
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<td>35. Objectives and expectations were clearly stated by CI</td>
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<td>36. CI provided adequate direct supervision</td>
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<td>37. Clinical site provided adequate equipment/facilities to meet the goals and objective of the rotation</td>
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<td>38. Clinical rotation was a positive experience</td>
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### Other

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<td>39. Overall impression of CI’s performance during this rotation</td>
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<td>40. I would compare this CI to others I have worked with as</td>
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### Overall performance of the instructor for this rotation

5 4 3 2 1

### Comments:

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Student Signature ____________________________ Date ____________________________
The University of Montana
Athletic Training Student Self-Evaluation

Student Name________________________  First Year  Second Year

Rotation/Year: _______________________

Directions: Using the scale below, evaluate your skills and abilities as compared to other students at your class level. Please complete this form and return it to the Clinical Coordinator by the given deadline. This will be used as a basis for discussion regarding your progress during the evaluation period and your program experience.

5 points: “A” Performance
4 points: “B” Performance
3 points: “C” Performance
2 points: “D” Performance
1 point: “F” Performance
N/A: Does not apply

1. I demonstrate effective communication skills among sports medicine staff, athletes, coaches and administrators 5 4 3 2 1 NA
2. I represent the athletic training profession and USF ATEP well 5 4 3 2 1 NA
3. I am punctual and ready to work when I arrive to my clinical rotation 5 4 3 2 1 NA
4. I take initiative in completing tasks that need to be done 5 4 3 2 1 NA
5. I am accountable for my own actions (admits mistakes & accepts feedback) 5 4 3 2 1 NA
6. I demonstrate enthusiasm for my profession 5 4 3 2 1 NA
7. I strive to exceed expectations set upon me 5 4 3 2 1 NA
8. I actively facilitate learning amongst my peers 5 4 3 2 1 NA
9. I consider myself a leader amongst my peers 5 4 3 2 1 NA
10. I follow athletic training policies and procedures set forth here at USF 5 4 3 2 1 NA
11. I am attentive while covering practices and events 5 4 3 2 1 NA
12. I have the knowledge and skills necessary to tape or wrap an injured extremity 5 4 3 2 1 NA
13. I have the knowledge and skills necessary to implement proper emergency procedures 5 4 3 2 1 NA
14. I have the knowledge and skills necessary to competently provide first aid 5 4 3 2 1 NA
15. I understand how to properly fit protective equipment 5 4 3 2 1 NA
16. I understand the importance of strength, flexibility, and endurance 5 4 3 2 1 NA
17. I understand the importance of developing prevention techniques 5 4 3 2 1 NA
18. I understand and can effectively document SOAP format 5 4 3 2 1 NA
19. I appropriately carry out administrative duties and record keeping 5 4 3 2 1 NA
20. I have the knowledge and skill necessary to competently assess an injury 5 4 3 2 1 NA
21. I have the knowledge and skill necessary to select appropriate modalities to treat injuries 5 4 3 2 1 NA
22. I have the knowledge and skill necessary to implement appropriate therapeutic exercise programs 5 4 3 2 1 NA
23. I have demonstrated personal and professional growth during this rotation 5 4 3 2 1 NA
24. I have demonstrated personal and professional growth since my last rotation 5 4 3 2 1 NA
25. The overall impression of my performance during this clinical rotation is 5 4 3 2 1 NA

Overall Rating of Self during this rotation 5 4 3 2 1

Comments:

________________________________________________________________________

________________________________________________________________________

Student Signature __________________________  Date ____________
THE UNIVERSITY OF MONTANA ATEP
CAATE SUPERVISED ATHLETIC TRAINING CLINICAL EXPERIENCE RECORD

NAME ___________________________________________ NATA MEMBERSHIP NUMBER ________________________

MONTH ___________________ YEAR ___________________

INDICATE EXPERIENCE AND HOURS DAILY

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

Student’s Signature _____________ Date ____________

Clinical Experiences: **UE**= Upper extremity  **GM**= General medical  **RATC**= Rhinehart assigned hrs
**LE**= Lower extremity  **EI**= Equipment intensive

Evaluation: S= Satisfactory  U= Unsatisfactory

Total hours: This semester + = ____________

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THE UNIVERSITY OF MONTANA
Athletic Training Education Program

Clinical Education Infraction Notification

Part I: To be filled out by Clinical Instructor

Date of Infraction: ________________

Name of Student: _______________________

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

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

__________________________________________

Please explain the above infraction in detail as appropriate.

__________________________________________

__________________________________________

Signature of Clinical Instructor _______________________ Date ________________

Part II: To be filled out by Clinical Coordinator

Previous warning for similar incident?

☐ No
☐ Yes

Type of Previous Infraction _______________________

Clinical Instructor Involved _______________________

Date ________________________

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

INFRINGEMENT REVIEW MEETING

Date: __________________________

Comments:
________________________________________
________________________________________
________________________________________
________________________________________
________________________________________

Action Taken:

☐ Deduction of 3% off final grade in Athletic Training Practicum Course (340/341; 411/412)

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

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

Signature of Student __________________________ Date ___________

Signature of Clinical Coordinator __________________________ Date ___________

Other Participants as Needed:

Signature of Clinical Instructor __________________________ Date ___________

Signature of Program Director __________________________ Date ___________

Signature of Department Chair HHP __________________________ Date ___________
Appendix B

Professional Practice Forms
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.

Reporting of Ethics Violations
Anyone having information regarding allegations of ethical violations, and wishing to supply such information to NATA, shall supply this information, with as much specificity and documentation as possible, to NATA's Executive Director or Chair of the Ethics Committee. Information need not be supplied in writing, and the reporting individual need not identify him or herself. Information, however, that is too vague, cannot be substantiated without the assistance of the reporting person, or information where, in the opinion of the NATA Executive Director or Ethics Chair, there is no need for anonymity for the reporting individual will not be forwarded for action by the committee.

An individual may report information on the condition that the individual's name or certain other facts be kept confidential. NATA may proceed with an investigation subject to such a condition; however, NATA must inform the reporting individual that at some point in the investigation NATA may determine that it cannot proceed further without disclosing some of the confidential information, either to the applicant or member under investigation or to some other party. A reporting individual, upon receiving this information from NATA, may decide whether or not to allow the information to be revealed. If the reporting individual decides that the necessary information must remain confidential, NATA may be required to close the unfinished investigation for lack of necessary information. Individuals are strongly encouraged to provide relevant information, with as much detail as possible, in writing to: NATA Ethics Investigations, 2952 Stemmons Fwy, Dallas, TX 75247-6196.
Appendix C

UMATSA Forms
UMATSA
Athletic Training Student Association
Membership Application

Name: ___________________________ Birthday: ________________

Mailing address: __________________________________________
________________________________________________________
________________________________________________________

Email address: ____________________________________________

Phone #(s): ____________________________________________

Signature: ___________________________ Date: ________________

By signing this I, __________________________, understand that my $20 membership fee goes towards a club shirt and membership card. I also agree to uphold the standard set forth as a UM Athletic Training member and Sports Medicine member. Lastly, I agree to help out any way possible (donations of time, money, ideas and attendance).

Office Use Only

Sign & date below:

I received my membership card: ____________________________

I received my membership shirt: ____________________________

Paid: $___________ Method of payment: ______________________

Received membership card: Y or N Received membership shirt: Y or N

Officer initial and date: ____________ Officer initial and date: ____________
Appendix D

Clinical Proficiency Matrix