UNIVERSITY OF MONTANA ATHLETIC TRAINING

University of Montana
ATHLETIC TRAINING
Rising Above
ATHLETIC TRAINING PROGRAM

ATHLETIC TRAINING STUDENT

POLICY AND PROCEDURE MANUAL

(Revised September 2014)
Mission Statement
The mission of the University of Montana Athletic Training Program is to provide a comprehensive, progressive educational and clinical foundation to prepare the multi-skilled professional for a career in athletic training. The educational program encompasses current research and formal instruction in the prevention, recognition, evaluation and rehabilitation of injuries in the physically active. Upon successful completion of this program, the student will be eligible to sit for the BOC examination.

HEALTH AND HUMAN PERFORMANCE

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

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

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

The University of Montana-Missoula offers an accelerated Master’s in Athletic Training program housed within the Health and Human Performance Department. The program meets the standards established by the Commission on Accreditation of Athletic Training Education (CAATE). The current undergraduate Athletic Training Program is accredited by CAATE; however the Master’s in Athletic Training Program will undergo review in 2014. Successful graduates possess the necessary skills to qualify for the Board of Certification examination.

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

Contact Information for Athletic Training Faculty:
Program Director
Valerie Moody  PhD, ATC, LAT, WEMT-B, CSCS
Associate Professor HHP
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406-243-6816

32 Campus Drive
McGill Hall 238C
Missoula MT 59812
Pre-Athletic Training Information

Getting Ready for Application
FIRST STEPS

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

- Pre-AT class requirements
- Module requirements
- Five year plan
- Blood borne pathogen policies/requirements
- Admission policies
- Master’s requirements
- Paperwork to document required observation hours

ABOUT OUR ATHLETIC TRAINING PROGRAM

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

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

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

Upon completion of the Master’s in Athletic Training Program, students will be eligible to sit for the Board of Certification (BOC) Exam. (Pending accreditation from CAATE Fall 2014)

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

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

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

ADMISSION REQUIREMENTS FOR MASTER’S PROGRAM

1. Students must apply and be accepted to the University of Montana’s Graduate School [http://www.umt.edu/grad/Apply/Applying%20for%20Admission.php#Apply](http://www.umt.edu/grad/Apply/Applying%20for%20Admission.php#Apply)
2. Students must have a minimum GPA of 3.0 for all college coursework (a GPA below 3.0 may be considered)
3. Completed pre-requisite courses (students may be enrolled in pre-requisite courses at time of application)
4. Documentation of 75 hours of observation under a Certified/Licensed Athletic Trainer
5. Official transcript(s) of all college coursework

ADMISSION POLICIES

Students who desire admission into the Master’s in Athletic Training Program must submit a formal application. This application must be submitted by the deadline (February 1st) prior to your proposed admission into the professional program. If the application deadline falls on a weekend, applications may be submitted the next business day by 5pm. Applications received after the deadline will be considered on a rolling admissions basis if available slots exist.

A review board consisting of the Athletic Training Program Director, Clinical Director, Preceptors, professional students and possibly other professionals, will evaluate each student applying for admission to the professional program. Formal notification of admission to the Master’s program will be made in writing.
Candidates who are NOT admitted to the program will also receive written notification of this decision. Students may be selected as alternates and if a vacancy should become available prior to summer semester, these students will be informed. Not all qualified candidates may be admitted to the Master’s program due to limited enrollment in clinical experiences.

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

In addition to the graduate school application, the following materials should be submitted directly to the Department of Health and Human Performance:

1. Completed application form (found on the AT Website)

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

3. Transcript(s) and course work verification. Obtain a current official copy of all college course work. Students must complete or be in the process of completing required course work prior to application to the professional Athletic Training Program.

4. Documentation of 75 hours of observation under a Certified/Licensed Athletic Trainer.

5. Complete athletic training modules located in the professional handbook.

6. Recommendations:

   Request three (3) professional recommendations (each in a sealed envelope) and include them in your application packet.

   A. All recommendations must be received by **February 1st**.

   B. Please do not request a recommendation from personal friends. (At least one letter from a Certified Athletic Trainer is suggested)

   C. Use the recommendation forms located in application packet (on AT website).

The entire application packet must be submitted to the Administrative Associate in the HHP main office, McGill Hall 101, **by 5:00 P.M. on February 1st**. If the application deadline falls on a weekend, applications may be submitted the next business day by 5pm. Applications received after the deadline will be considered on a rolling admissions
basis if available slots exist. Applications will be reviewed immediately and selected students will schedule an interview.

**Provisional Acceptance Guidelines**

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

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

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

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

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

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

**OBSERVATION HOURS**

Observation hours are designed for the purpose of exposing students to the field of athletic training. These must be successfully completed before submitting the application for the professional program. Several personal qualities are often helpful as a student interested in pursuing athletic training as a profession. At the top of the list of desirable personal qualities is dependability. With a comprehensive athletic training program and the amount of work necessary, it is essential that you can be depended upon. Friendliness, sincerity, and integrity also rank high as desirable personal qualities. Students must get along with administrators, coaches, student-athletes, and other athletic training student’s (ATS). As you further develop your athletic training skills and gain experience, you will gradually be given more responsibility and be put in positions in which resourcefulness, initiative and common sense may be the most valuable assets.

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

**CONDUCT AND RESPONSIBILITIES**

Personal Appearance
Generally we ask that all athletic training students are well groomed, clean and neat in appearance at all times while on duty as an ATS (even during observation). Dress should be practical (pockets, shoes you can run in, etc.) and conform to the dress guidelines established by the athletic training facility. Female ATSs should guard against overly revealing clothing.

Guidelines are:
1. Tops should be athletic training shirts, University of Montana T-shirts, white or school colored shirts if observing on campus.
2. Khaki shorts are acceptable during early fall and late spring. NO tattered or faded blue jeans, workout sweats, or gym shorts (if observing on campus or in a high school).
3. If observing in a clinical setting, dress pants and a collared shirt or blouse are acceptable.
4. DO NOT wear flip flops, sandals, or high heels to clinical observations. A sports shoe that matches your professional attire is recommended.
5. Hats are not to be worn during clinical observations.

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

During observation hours, you are not expected to master athletic training skills, rather, to assist or observe a Certified Athletic Trainer. It is recommended that you preview the required ATP Modules (see pages 10-13) and take them with you every time you observe in every clinical setting. If you complete the ATP Modules as you observe, you should be able to finish them all in a timely manner. The ATP modules can be completed in any setting as long as they are supervised and signed by a BOC Certified Athletic Trainer or a senior athletic training student (if observing on UM’s campus).

In order to complete observation hours to prepare for application to our program you must follow these steps:
1. Contact the Certified Athletic Trainer you wish to observe
2. Read this handbook prior to start of observation hours (know dress code!)
3. Sign confidentiality form (see pages 8-9)
4. Complete Blood-Borne Pathogen Training (* Note this must be done on a yearly basis) (see pages 14-19)
5. Observe and complete modules (see pages 10-13)
CONFIDENTIALITY AGREEMENT - Rhinehart Athletic Training Center

Strict confidentiality of all information gained about student-athletes during a visit for health care is one of the highest priorities of the Rhinehart Athletic Training Center (RATC). It is critical that all staff and athletic training students who provide health care services, as well as students who observe or otherwise participate in educational opportunities at the RATC, honor and support this commitment to maintain strict confidentiality. Failure to do so will result in serious discipline, including possible elimination of all activity associated with the Rhinehart Athletic Training Center.

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

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

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

________________________________________________________________________________________
Signature of ATS or Observer                                    Date

Printed Name of ATS or Observer

________________________________________________________________________________________
Signature of Supervising Certified Athletic Trainer                                    Date

Printed Name of Supervising Certified Athletic Trainer

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

Strict confidentiality of all information gained about student-athletes or patients during a visit for health care is one of the highest priorities. It is critical that all staff and athletic training students who provide health care services, as well as students who observe or otherwise participate in educational opportunities, honor and support this commitment to maintain strict confidentiality. Failure to do so will result in serious discipline, including possible elimination of all activity associated with The University of Montana-Missoula’s Athletic Training Program.

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

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

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

__________________________________________
Signature of ATS or Observer

__________________________________________
Printed Name of ATS or Observer

__________________________________________
Signature of Supervising Certified Athletic Trainer

__________________________________________
Printed Name of Supervising Certified Athletic Trainer

TO BE FILED WITH THE CLINICAL SUPERVISOR PRIOR TO OBSERVATION
The modules outlined in the following pages are to be completed while you are completing observation hours to prepare for the application process. These assignments are designed to help you better understand some of the day to day tasks that an athletic trainer is responsible for completing. In addition, discussing these assignments with staff and students will help you become actively engaged in the observation experience. Once you complete these four modules, you will submit them as part of your application to the professional program. Each module should be signed off by your clinical supervisor (senior level ATS signatures are acceptable as well).

**MODULE #1 Policies and Procedures**

1. Discuss the policies and procedures of the setting in which you are observing. In your discussion, include the:
   - location of the facility,
   - primary purpose or goal of the facility (what population(s) does it serve),
   - time (dates and time of day) of operation of the facility, and
   - staff and supervisors of the facility.

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

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

Discussion and Consultation

Discuss your findings with the supervising Certified Athletic Trainer or a professional athletic training student. Document your findings in the space below (brief notes are acceptable). Once you have documented your findings, have your supervising athletic trainer sign below.

Date_____________ Approved by__________________________________________

Notes on Policies and Procedures:
**MODULE #2 Medical Records**

1. Each health care facility will use a variety of medical records and forms to document injury and treatment of athletic injuries. Below are some examples of forms used in the athletic training setting. In the following space below, identify the forms used in the facility you are observing and write the purpose of the record, observe how to properly fill it out, and discuss where and for how long it is filed.

   Name of facility in which you are observing: _______________________________

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

   Forms Used (List below and identify their purpose):

   Where are the forms kept (locked office, cabinet, electronic, etc) and how long are they stored for?

2. Most facilities use a SOAP note to document an injury evaluation and/or progress note on the patient. In the space below, write a SOAP note on a patient/athlete’s injury you observe. Review your SOAP note with your supervising Certified Athletic Trainer and have them approve your note by signing below.

   **SOAP NOTE:**

   Injury: ________________________________ ___________________

   S:

   O:

   A:

   P:

   Date: __________ Approved by_____________________________________
**MODULE #3 Emergency Procedures**

1. Identify and discuss with your supervisor the emergency action plan for the clinical site and the procedures for addressing emergency care for the following:
   - an athlete
   - a student who is not an athlete
   - a spectator at a: football game, volleyball match, soccer match, men's basketball game, women's basketball game, and a track and field meet.

2. Identify the location of emergency equipment. Some equipment to look for include:
   - spine board or other devices for transporting injured athletes from practice or an event (i.e. game, match, etc.)
   - splinting materials
   - biohazard protection, and clean-up procedures (universal precautions and/or body substance isolation).
   - crutches
   - dressings and bandages (Band-Aids, roller gauze and elastic wraps)
   - environmental monitoring devices
   - AED/Oxygen

Discussion

Discuss your findings with the supervising Certified Athletic Trainer or another professional athletic training student. In the space below, make notes of any emergency equipment present at observation site and make notes of anything you think might be missing:

Date__________ Approved by______________________________
**MODULE #4 Summary of Observation Experience**

Write an essay (typed) about the insights you have gained during this experience concerning athletic training as a profession. Mention ideas and perceptions developed during the observation that have been strengthened and those that have been weakened. If you have completed observation hours in more than one setting, compare and contrast the experiences of each setting.

*Remember, all four modules will be submitted with your application to the professional program!!!*

**LIST OF POSSIBLE OBSERVATION SITES**

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

**Big Sky High School**

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

**Hellgate High School**

900 S. Higgins  
Missoula, MT   59801  
Certified Athletic Trainer – Paul Capp ATC  
(406) 728-2402

**Sentinel High School**

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

**Active Physical Therapy**

1410 S. Reserve St.  
Missoula, MT   59801  
(406) 829-9600  
Certified Athletic Trainer - Tim Messer ATC, MSPT, CSCS
Communicable Disease Policy and Blood Borne Pathogen Policies and Procedures

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

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

Student with a Communicable Disease or Suspected Communicable Disease:
1. Students who report for their clinical rotation with severe respiratory infection, diarrhea, fever, sore throat, or skin lesion should report to their assigned preceptor immediately.
   
   i. If the condition is deemed to be a potential communicable disease the student will be dismissed from their clinical rotation for that day.
   
   ii. The preceptor/supervisor may suggest follow-up care with Curry Health Center or personal physician for treatment and care.
   
   iii. **The Program/Clinical Director must be notified.**

2. Students should communicate with their preceptor or physician to determine if it is safe to return to their clinical rotation without infecting others.

**BBP/Infection Control**

**What are bloodborne pathogens?**

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

**Athletic Participation**

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

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

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

**Education of the Physically Active**

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

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

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

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

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

The Athletic Trainer and Bloodborne Pathogens at Athletic Events

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

1. Pre-event care and covering of existing wounds, cuts, and abrasions;
2. Provisions of the necessary, or usually, equipment and supplies for compliance with universal precautions, including, for example, latex gloves, biohazard containers, disinfectants, bleach solutions, antiseptics, and sharps containers.
3. Early recognition and control of bleeding athlete, including measures such as appropriate cleaning and covering procedures, or changing of blood saturated clothes;
4. Requiring all athletes to report all wounds immediately;
5. Insistence that universal precautions guidelines be followed at all times in the management of acute blood exposure;
6. Appropriate cleaning and disposal policies and procedures for contaminated areas or equipment;
7. Appropriate policies with respect to the delivery of life-saving techniques in the absence of protective equipment;
8. Post-event management including, as appropriate, re-evaluation, coverage of wounds, cuts, and abrasions; and
9. Appropriate policy development, including incorporation, with necessary legal and administrative assistance, of existing OSHA and other legal guidelines and conference or school rules and regulations.
Students in any academic, research or occupational program at The University of Montana-Missoula at risk for bloodborne pathogen exposure are required to present documentation of serologic evidence of immunity (either by vaccination or previous infection and demonstrated by positive titer) to hepatitis B (HBV). Students who cannot meet this requirement, for personal or health reasons, must have their case reviewed by the Institutional Biohazard Committee (IBC) on an individual basis. Final approval or waiver must be granted in writing, prior to their first potential exposure to human blood or other potentially infectious materials. Records of the waiver or approval shall be kept in the students file within the department.

PROCEDURE:

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

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

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

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

4. Antibody titers must be repeated every four years. If the titer is less than 10 mlU/ml a booster must be given.
EXPOSURES:
If a student has an exposure (i.e., eye, mouth, mucous membrane, non-intact skin, or potential contact with blood or potentially infectious materials) in a setting sponsored by The University, the individual department sponsoring the activity shall provide the post exposure testing for student and source individual at the department’s expense. Testing and counseling shall be done at the Curry Health Center whenever possible. Records of the exposure and follow-up shall be kept in the student’s file at the Curry Health Center.

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Old Course Number</th>
<th>Current Course Number</th>
<th>Course name</th>
<th>Restrictions and/or Prerequisites</th>
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<tbody>
<tr>
<td><strong>Fall First Year</strong></td>
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</tr>
<tr>
<td>HHP 181 or HHP 226</td>
<td>KIN 205 or KIN 201</td>
<td>Foundations HHP or Basic Exercise Prescrip</td>
<td>If last names starts with A-L take KIN 201, M-Z take KIN 205</td>
</tr>
<tr>
<td></td>
<td>CHMY 121</td>
<td>Intro to General Chemistry</td>
<td>PreMed take CHMY 141 (see premed adviser for course info)</td>
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<tr>
<td></td>
<td>COMX 111 or WRIT 101</td>
<td>Public Speaking or College Writing I</td>
<td>If last names starts with A-L take WRIT 101, M-Z take COMX 111</td>
</tr>
<tr>
<td></td>
<td>M 121 or M 151</td>
<td>College Algebra or Precalculus</td>
<td>If PrePT, take M 151 or M 121 and M 122 (M 161 not accepted)</td>
</tr>
<tr>
<td></td>
<td>BIOH 112</td>
<td>Human Form and Function I</td>
<td>Prereq for BIOH 365, OR take BIOH 113 OR BIOB 160 spring semester</td>
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<tr>
<td><strong>Spring First Year</strong></td>
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<tr>
<td></td>
<td>BIOH 113 or BIOB 160</td>
<td>Human Form &amp; Func II or Diversity of Life</td>
<td>Only take if haven't taken BIOH 112</td>
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<tr>
<td></td>
<td>NUTR 221N</td>
<td>Basic Human Nutrition</td>
<td>Prerequisite CHMY 121</td>
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<tr>
<td></td>
<td>M 122 or Gen Ed</td>
<td>College Trigonometry or Gen Ed</td>
<td>If took M 151 take Gen Ed select only from L, H, Y or X perspectives</td>
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<tr>
<td></td>
<td>CHMY 123 and CHMY 124</td>
<td>Intro to Organic &amp; Biochem and lab</td>
<td>CHMY 121</td>
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<tr>
<td>HHP 181 or HHP 226</td>
<td>BIOH 201 and 202 or BIOH 365</td>
<td>Human Anat and Phys I/Lecture &amp; Lab</td>
<td>(held off campus at the College of Technology) BIOH 365 prereqs; BIOH112 OR BIOH113 OR BIOB 160 and CHMY 121</td>
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<tr>
<td></td>
<td>PSYX 100</td>
<td>Intro to Psychology</td>
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<td></td>
<td>WRIT 222</td>
<td>Tech Approach to Writ</td>
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<td></td>
<td>Gen Ed – take two Gen Ed classes</td>
<td>Select only from L, H, Y or X General Ed, Perspectives as needed</td>
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<td><strong>Spring Second Year</strong></td>
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<tr>
<td>HHP 384</td>
<td>BIOS 211 and 212 or BIOH 370</td>
<td>Human Anat and Phys I/Lecture &amp; Lab</td>
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<td>STAT 216, PSYX 222, or EDU 421</td>
<td>Human AP I for Health Profsns</td>
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<td></td>
<td>Gen Ed – take two Gen Ed classes</td>
<td>Select only from L, H, Y or X General Ed, Perspectives as needed</td>
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<tr>
<td></td>
<td>BIOM 250</td>
<td>Microbiology for Health Sciences</td>
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<td><strong>Fall Third Year</strong></td>
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<tr>
<td>HHP 377 and HHP 378</td>
<td>KIN 320 and KIN 321</td>
<td>Exercise Physiology and Lab</td>
<td>Prerequisite Anatomy and Physiology, KIN 201</td>
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<tr>
<td>HHP 368 and HHP 369</td>
<td>KIN 322 and KIN 323</td>
<td>Kinesiology and Anatomical Kinesiology Lab</td>
<td>Prerequisite Anatomy and Physiology</td>
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<tr>
<td>HHP 240 and HHP 241</td>
<td>AHAT 210 and AHAT 213</td>
<td>Prev and Care of Athletic Inj and Lab</td>
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<td><strong>Spring Third Year</strong></td>
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<tr>
<td>HHP 475E</td>
<td>PHSX 207 and 208</td>
<td>College Physics II and lab</td>
<td>Prerequisite PHSX 205</td>
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<tr>
<td>HHP 460</td>
<td>ECP 120 and ECP 121</td>
<td>Emergency Medical Responder and Lab</td>
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<tr>
<td>HHP 475E</td>
<td>PHAR 110</td>
<td>Use &amp; Abuse of Drugs</td>
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*Submit Application to the Professional Program by Feb 1st as well as UM Graduate School Applications received after the deadline will be considered on a rolling admissions basis if available slots exist*
<table>
<thead>
<tr>
<th>Summer Fourth Year</th>
<th>Master's in Athletic Training</th>
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<tbody>
<tr>
<td>ATEP 534</td>
<td>Athletic Training Techniques</td>
</tr>
<tr>
<td>ATEP 566</td>
<td>Therapeutic Modalities</td>
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<td>ATEP 542</td>
<td>Assessment of Lower Extremities</td>
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<td>Clinical Practicum in Ath Train I</td>
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<td>ATEP 569</td>
<td>Clinical Anatomy Lab</td>
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<tr>
<td>HHP 520</td>
<td>Educational Research</td>
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<tr>
<td>HHP 450</td>
<td>KIN 447  Analytical &amp; Comm Techniques</td>
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<td>ATEP 572</td>
<td>Therapeutic Exercise</td>
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<tr>
<td>ATEP 544</td>
<td>Assessment of Upper Extremities</td>
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<tr>
<td>ATEP 541</td>
<td>Clinical Practicum in Ath Train II</td>
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<tr>
<td>HHP 485</td>
<td>CHTH 485  Theories of Hlth Behav &amp; Couns</td>
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*Completion of Bachelor's Degree in HHP with Emphasis in Exercise Science*

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<tbody>
<tr>
<td>ATEP 574</td>
<td>Manual Therapy Techniques</td>
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<tr>
<td>ATEP 546</td>
<td>Assessment of Thorax and Med Cond</td>
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<tbody>
<tr>
<td>HHP 699/599</td>
<td>Thesis/Professional Paper</td>
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<tr>
<td>ATEP 550</td>
<td>Adv. Clinical Practicum in Ath Train I</td>
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<tr>
<td>ATEP 578</td>
<td>Leadership in Athletic Training</td>
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<tbody>
<tr>
<td>HHP 479</td>
<td>AHAT 479  Topics in Sports Medicine</td>
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<td>ATEP 551</td>
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**Program fee:** There is an additional fee of $925/semester in addition to regular tuition and fees. This fee will help cover the cost of lab equipment, accreditation costs, adjunct teaching, and software. Other fees may include but are not limited to criminal background check ($55), shirts ($30), medical packs/kits ($30), and NATA membership fee (approx. $60).

**Please Note:**
ATEP 540, 541, 550, 551 each requires clinical education at various sites. Hour commitments may vary from 200 hours to 250 hours per class. For ATEP 540 & 550 the course dates run from August 1st until December 31st and for ATEP 541 & 551, the course dates run from January 1st until the end of spring semester (note: these dates do run outside of the typical semester timeline) Students should be aware that this is a considerable time commitment and should plan accordingly. Students may be expected to accumulate more hours each semester in some rotations due to the demands of the particular rotation and may be placed on rotation outside the typical semester. Students must also be available nights and weekends for clinical assignments.
TRADITIONAL TWO YEAR MASTER’S PROGRAM

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<tbody>
<tr>
<td>ATEP 534 Athletic Training Techniques</td>
<td>3 credits</td>
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<tr>
<td>ATEP 566 Therapeutic Modalities</td>
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<tr>
<th>Autumn First Year Master’s Athletic Training Program</th>
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<tr>
<td>ATEP 540 Clinical Practicum in Athletic Training I</td>
<td>3 credits</td>
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<tr>
<td>ATEP 542 Assessment of the Lower Extremities</td>
<td>3 credits</td>
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<tr>
<td>ATEP 569 Clinical Anatomy Lab</td>
<td>1 credit</td>
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<tr>
<td>HHP 520 Educational Research</td>
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<tbody>
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<td>NUTR 411 Nutrition for Sport &amp; Exercise</td>
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<tr>
<td>ATEP 550 Advanced Clin. Practicum in Athletic Training I</td>
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<tr>
<td>HHP 599/699 Professional Paper/Thesis</td>
<td>3 credits</td>
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**Total 57 credits**

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| Elective In or Out of Department Elective                     | 3 credits  |            |
| AHAT 479 Topics in Sports Medicine                           | 2 credits  |            |
| Elective Non-thesis option                                   | 3 credits  |            |

**Total 57 credits**
MASTER’S REQUIREMENTS  
(Agreement Statement) 

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

- enroll as a full-time student (some exceptions allowed as approved by Program Director).
- maintain a cumulative grade point average of 3.00 or higher.
- achieve no more than 2 “C” grades in graduate courses.
- achieve satisfactory evaluations in each Clinical Phase before progressing.
- successfully complete coursework in the sequence indicated by the program of study unless approved by Athletic Training Program Director.
- abide by the Code of Ethics of the University and those established by the National Athletic Trainers’ Association.

Students proceed through the program in cohorts and are required to complete all the required courses each semester with a grade of "C" or better in order to progress to the next semester. Students who fail to meet the retention criteria will be placed on probation in the Athletic Training Program for a maximum of two semesters. This may limit progress of course sequencing and clinical phases. If standards are not met by the end of the probationary period, the student will be dismissed from the Athletic Training Program. Students who are placed on probation may require remediation as deemed appropriate by the Program Director.

TECHNICAL STANDARDS
THE UNIVERSITY OF MONTANA
TECHNICAL STANDARDS FOR ATHLETIC TRAINING

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

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

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

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

Part 2 Use of the Guidelines
The following Guidelines embody the physical, cognitive, and attitudinal abilities an entry level Athletic Trainer must be able to demonstrate in order to function in a broad variety of clinical situations; and to render a wide spectrum of care to athletes and individuals engaged in physical activity. The Guidelines serve to recognize abilities essential to the development of these entry Level abilities. Further, the Guidelines reflect the necessary and required skills and abilities identified for the Entry Level Athletic Trainer as detailed in the 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 Programs must contact and work with their institution's ADA Compliance Officer, Office of Affirmative Action, or appropriate institutional office in the development and implementation of technical standards specific to their institution. This document is only intended as a guide or reference point for the development and implementation of technical standards. The ADA Compliance Officer (or appropriate person) at your institution is a valuable resource in the development and implementation of technical standards. It is strongly encouraged that programs not develop and implement technical standards without this important advice and counsel.

THE UNIVERSITY OF MONTANA
ATHLETIC TRAINING PROGRAM
TECHNICAL STANDARDS FOR ADMISSION

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

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

Candidates for selection to the ATP must demonstrate:

1. The aptitude to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm;
2. Sufficient postural and neuromuscular control, sensory function, and ability to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients;
3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively;
4. The ability to record the physical examination results and a treatment plan clearly and accurately;
5. The capacity to maintain composure and continue to function well during periods of high stress;
6. The perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced;

7. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations;

8. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care; and

9. The ability to meet the needs of current Commission on Accreditation of Athletic Training Education Programs (CAATE) academic competencies and proficiencies.

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

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

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

Signature of Applicant __________________________ Date ____________________

Please Print Name __________________________
**OBSERVATION HOUR LOG**

Complete the following hour log for each clinical site in which you observe. Upon completion of hours, have your supervising Certified Athletic Trainer sign the bottom of this form. This will be turned in with your application to the professional program.

Name____________________________________  Student ID___________________________

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<thead>
<tr>
<th>Day</th>
<th>IN</th>
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PRINT NAME

SIGNATURE

DATE  CERT #

SUPERVISING CERTIFIED ATHLETIC TRAINER
Master’s Program Information

The Final Two Years
Introduction

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

Purpose

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

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

Student Learning Outcomes:
1. Graduates will be prepared for an entry-level position in athletic training in a variety of settings with a wide range of athletic populations.
2. Graduates of the Athletic Training Program will be able to demonstrate specific knowledge in the field of athletic training as demonstrated by passing the Board of Certification Examination.
3. Graduates of the Athletic Training Program will be recognized as prepared for an entry-level position or advanced study in athletic training by external constituencies, program faculty, potential employers and self-evaluation.
4. Graduates of the Athletic Training Program will find ready employment in the field.
5. Graduates of the Athletic Training Program will be able to critically appraise relevant research related to the AT profession.
NATA Code of Ethics

Preamble

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

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

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

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

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

**PRINCIPLE 4:**
Members shall maintain and promote high standards in the provision of services.
4.1 Members shall recognize the need for continuing education and participate in various types of educational activities that enhance their skills and knowledge.
4.2 Members who have the responsibility for employing and evaluating the performance of other staff members shall fulfill such responsibility in a fair, considerate, and equitable manner, on the basis of clearly enunciated criteria.
4.3 Members who have the responsibility for evaluating the performance of employees, supervisees, or students, are encouraged to share evaluations with them and allow them the opportunity to respond to those evaluations.
4.4 Members shall educate those whom they supervise in the practice of athletic training with regard to the Code of Ethics and encourage their adherence to it.
4.5 Whenever possible, members are encouraged to participate and support others in the conduct and communication of research and educational activities that may contribute knowledge for improved patient care, patient or student education, and the growth of athletic training as a profession.
4.6 When members are researchers or educators, they are responsible for maintaining and promoting ethical conduct in research and educational activities.

**PRINCIPLE 5:**
Members shall not engage in any form of conduct that constitutes a conflict of interest or that adversely reflects on the profession.
5.1 The private conduct of the member is a personal matter to the same degree as is any other person's except when such conduct compromises the fulfillment of professional responsibilities.
5.2 Members of the National Athletic Trainers' Association and others serving on the Association's committees or acting as consultants shall not use, directly or by implication, the Association's name or logo or their affiliation with the Association in the endorsement of products or services.
5.3 Members shall not place financial gain above the welfare of the patient being treated and shall not participate in any arrangement that exploits the patient.
5.4 Members may seek remuneration for their services that is commensurate with their services and in compliance with applicable law.

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

( CAATE Standards and Guidelines for the Athletic Trainer)

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

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

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

There are also 5 performance domains addressed in the role delineation study, 6th edition published by the Board of Certification. These domains include:

- Injury/ Illness Prevention and Wellness Protection
- Clinical Evaluation and Diagnosis
- Immediate and Emergency Care
- Treatment and Rehabilitation
- Organizational and Professional Health and Well-Being
ACCREDITATION

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

The Athletic Training Program at UM received reaccreditation from CAATE in August, 2013 for the current undergraduate program. The Master’s in Athletic Training Program will undergo review 2014. Anticipated accreditation of the Master’s program is Fall 2014. ([www.caate.net](http://www.caate.net))

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

Administrative Assistants
Julie Cavallario  Ashley Ahearn
email: Julie@caate.net  email: Ashley@caate.net
<table>
<thead>
<tr>
<th>Old Course Number</th>
<th>Current Course Number</th>
<th>Course name</th>
<th>Restrictions and/or Prerequisites</th>
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<td><strong>Fall First Year</strong></td>
<td><strong>Pre-Athletic Training</strong></td>
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<tr>
<td>HHP 181 or HHP 226</td>
<td>KIN 205 or KIN 201</td>
<td>Foundations HHP or Basic Exercise Prescrip</td>
<td>If last names starts with A-L take KIN 201, M-Z take KIN 205</td>
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<tr>
<td></td>
<td>CHMY 121</td>
<td>Intro to General Chemistry</td>
<td>PreMed take CHMY 141 (see premed adviser for other course info)</td>
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<tr>
<td></td>
<td>COMX 111 or WRIT 101</td>
<td>Public Speaking or College Writing I</td>
<td>If last names starts with A-L take WRIT 101, M-Z take COMX 111</td>
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<tr>
<td></td>
<td>M 121 or M 151</td>
<td>College Algebra or Precalculus</td>
<td>If PrePT, take M 151 or M 121 and M122 (M 161 not accepted)</td>
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<tr>
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<td>BIOH 112</td>
<td>Human Form and Function I</td>
<td>Prereq for BIOH 365, OR take BIOH 113 OR BIOB 160 spring semester</td>
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<td>BIOH 113 or BIOB 160</td>
<td>Human Form &amp; Func II or Diversity of Life</td>
<td>Only take if haven’t taken BIOH 112</td>
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<tr>
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<td>NUTR 221N</td>
<td>Basic Human Nutrition</td>
<td>Prerequisite CHMY 121</td>
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<td>M 122 or Gen Ed</td>
<td>College Trigonometry or Gen Ed</td>
<td>If took M 151 take Gen Ed select only from L, H, Y or X perspectives</td>
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<td>CHMY 123 and CHMY 124</td>
<td>Intro to Organic &amp; Biochem and lab</td>
<td>CHMY 121</td>
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<td>COMX111 or WRIT101</td>
<td>Public Speaking or College Writing I</td>
<td>If last names starts with M-Z take WRIT 101, A-L take COMX 111</td>
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<tr>
<td></td>
<td>BIOH 201 and 202 or BIOH 365</td>
<td>Human Anat and Phys I/Lecture &amp; Lab Human AP I for Health Profsns</td>
<td>(held off campus at the College of Technology) BIOH 365 prereqs; BIOH112 OR BIOH113 OR BIOB 160 and CHMY 121</td>
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<td>PSYX 100</td>
<td>Intro to Psychology</td>
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<td>WRIT 222</td>
<td>Tech Approach to Writ</td>
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<td>Gen Ed– take two Gen Ed classes</td>
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<td>Select only from L, H, Y or X General Ed. Perspectives as needed</td>
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<td>HHP 486</td>
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<td>HHP 384</td>
<td>BIO 330</td>
<td>Motor Learning and Control</td>
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<td>PHSX 205 and 206</td>
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<td>Exercise Physiology and Lab</td>
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<td>HHP 377 and HHP 378</td>
<td>KIN 322 and KIN 323</td>
<td>Kinesiology and Anatomical Kinesiology Lab</td>
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<td>HHP 368 and HHP 369</td>
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<td>Prev and Care of Athletic Inj and Lab</td>
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<td>HHP 240 and HHP 241</td>
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<td>Leg Eth Issues Hlth Ex Pro</td>
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<td>KIN 325</td>
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*Submit Application to the Professional Program by Feb 1st as well as UM Graduate School Applications received after the deadline will be considered on a rolling admissions basis if available slots exist*
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<tr>
<th>Summer Fourth Year</th>
<th>Master's in Athletic Training</th>
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<tbody>
<tr>
<td>ATEP 534</td>
<td>Athletic Training Techniques</td>
</tr>
<tr>
<td>ATEP 566</td>
<td>Therapeutic Modalities</td>
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<tr>
<td>ATEP 542</td>
<td>Assessment of Lower Extremities</td>
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<td>Clinical Practicum in Ath Train I</td>
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<td>ATEP 569</td>
<td>Clinical Anatomy Lab</td>
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<td>HHP 520</td>
<td>Educational Research</td>
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<td>HHP 450</td>
<td>KIN 447</td>
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<tr>
<td>NUTR 411</td>
<td>Nutrition for Sport &amp; Exercise</td>
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<tr>
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<td>Therapeutic Exercise</td>
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<tr>
<td>ATEP 572</td>
<td>Assessment of Upper Extremities</td>
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<td>Clinical Practicum in Ath Train II</td>
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<td>ATEP 550</td>
<td>Adv. Clinical Practicum in Ath Train I</td>
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<td>Thesis/Professional Paper</td>
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<td>HHP 479</td>
<td>AHAT 479</td>
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<td>Topics in Sports Medicine</td>
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<tr>
<td>ATEP 551</td>
<td>Adv. Clinical Practicum in Ath Train II</td>
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<td>Elective (non-thesis option)</td>
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**Program fee:** There is an additional fee of $925/semester in addition to regular tuition and fees. This fee will help cover the cost of lab equipment, accreditation costs, adjunct teaching, and software. Other fees may include but are not limited to criminal background check ($55), shirts ($30), medical packs/kits ($30), and NATA membership fee (approx. $60).

**Please Note:**
ATEP 540, 541, 550, 551 each requires clinical education at various sites. Hour commitments may vary from 200 hours to 250 hours per class. For ATEP 540 & 550 the course dates run from August 1st until December 31st and for ATEP 541 & 551, the course dates run from January 1st until the end of spring semester (note: these dates do run outside of the typical semester timeline) Students should be aware that this is a considerable time commitment and should plan accordingly. Students may be expected to accumulate more hours each semester in some rotations due to the demands of the particular rotation and may be placed on rotation outside the typical semester. Students must also be available nights and weekends for clinical assignments.
## TRADITIONAL TWO YEAR MASTER’S PROGRAM

### Summer First Year Master’s Athletic Training Program

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<thead>
<tr>
<th>Course</th>
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<td>ATEP 534</td>
<td>Athletic Training Techniques</td>
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<tr>
<td>ATEP 566</td>
<td>Therapeutic Modalities</td>
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### Autumn First Year Master’s Athletic Training Program

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<td>ATEP 540</td>
<td>Clinical Practicum in Athletic Training I</td>
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<tr>
<td>ATEP 542</td>
<td>Assessment of the Lower Extremities</td>
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<td>ATEP 569</td>
<td>Clinical Anatomy Lab</td>
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<tr>
<td>HHP 520</td>
<td>Educational Research</td>
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### Spring First Year Master’s Athletic Training Program

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<tr>
<td>ATEP 541</td>
<td>Clinical Practicum in Athletic Training II</td>
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</tr>
<tr>
<td>ATEP 544</td>
<td>Assessment of the Upper Extremities</td>
<td>3</td>
</tr>
<tr>
<td>ATEP 572</td>
<td>Therapeutic Exercise</td>
<td>3</td>
</tr>
<tr>
<td>CTHH 485</td>
<td>Theories of Health Behavior and Counseling</td>
<td>3</td>
</tr>
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</table>

### Autumn Second Year Master’s Athletic Training Program

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATEP 550</td>
<td>Advanced Clin. Practicum in Athletic Training I</td>
<td>3</td>
</tr>
<tr>
<td>HHP 599/699</td>
<td>Professional Paper/Thesis</td>
<td>3</td>
</tr>
<tr>
<td>ATEP 578</td>
<td>Leadership in Athletic Training</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Non-thesis option</td>
<td>3</td>
</tr>
</tbody>
</table>

### Spring Second Year Master’s Athletic Training Program

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ATEP 551</td>
<td>Advanced Clin. Practicum in Athletic Training II</td>
<td>3</td>
</tr>
<tr>
<td>HHP 599/699</td>
<td>Professional Paper/Thesis</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>In or Out of Department Elective</td>
<td>3</td>
</tr>
<tr>
<td>AHAT 479</td>
<td>Topics in Sports Medicine</td>
<td>2</td>
</tr>
<tr>
<td>Elective</td>
<td>Non-thesis option</td>
<td>3</td>
</tr>
</tbody>
</table>

### Please Note:
ATEP 540, 541, 550, 551 each requires clinical education at various sites. Hour commitments may vary from 200 hours to 250 hours per class. For ATEP 540 & 550 the course dates run from August 1st until December 31st and for ATEP 541 & 551, the course dates run from January 1st until the end of spring semester (note: these dates do run outside of the typical semester timeline). Students should be aware that this is a considerable time commitment and should plan accordingly. Students may be expected to accumulate more hours each semester in some rotations due to the demands of the particular rotation and may be placed on rotation outside the typical semester. Students must also be available nights and weekends for clinical assignments.

Total 57 credits
Additional Costs Associated with Program

There will be additional costs (above tuition and fees) for the clinical rotations. Program fee: There is an additional fee of $925/semester in addition to regular tuition and fees. This fee will help cover the cost of lab equipment, accreditation costs, adjunct teaching, and software. Other costs may include, but are not limited to: Criminal Background Check ($55), NATA Membership Fee ($60 approximately), Shirts ($30), and Medical Pack/Kit ($30).

Transportation is needed for all off-campus clinical sites. Each student will have a minimum of one off-campus site.

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

Clinical Education Glossary of Terms

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

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

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

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

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

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

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

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

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

**Entry-level:** The initial point of entry into the practice of athletic training characterized by successful completion of an accredited professional education program and the successful completion of the board of certification examination and subsequent state regulatory practice examination.
**Learning over Time:** Documented continuous process of skill acquisition, progression, and student reflection. This involves progression through the cognitive, psychomotor, and affective domains in different environments.

### Athletic Training Faculty and Personnel

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>Dr. Royce Engstrom</td>
</tr>
<tr>
<td>Provost</td>
<td>Dr. Perry Brown</td>
</tr>
<tr>
<td>Dean PJW COEHS</td>
<td>Dr. Roberta Evans</td>
</tr>
<tr>
<td>Chair, HHP Dept</td>
<td>Mr. Scott Richter</td>
</tr>
<tr>
<td>Program Director</td>
<td>Dr. Valerie Moody</td>
</tr>
<tr>
<td>Clinical Coordinator</td>
<td>Dr. Valerie Moody</td>
</tr>
<tr>
<td>Clinical Education Director (CIE)</td>
<td>Dr. Valerie Moody</td>
</tr>
<tr>
<td>Faculty/Instructors</td>
<td>Dr. Valerie Moody, Scott Richter, Jessica Moore, Dr. Carla Fritz, Dr. Charles Dumke, Dr. Annie Sondag, Madelyn Boyle</td>
</tr>
</tbody>
</table>
UM AT Program Graduate Student Expectations

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

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

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

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

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

Clinical Education Plan:

The clinical education component of the UM ATP is designed to provide “real life” learning experiences for students following classroom and laboratory competence. The clinical experiences are encompassed within educational courses in which students are assigned to supervising preceptors 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 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 preceptor, the commitment of the preceptors 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 experience with individual and team sports, equipment intensive sports, non-sport populations, and patients of different sexes. Students will be exposed to a variety of orthopedic and medical conditions throughout their clinical experiences.

All students are required to successfully complete the 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/Clinical Director decide placement of students with preceptors. 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 preceptor. During the second year of clinical experience, students will be assigned to a preceptor for the length of in-season competition. The remaining clinical experience time will be allotted to additional rotations.
Clinical Rotations:

Rhinehart Athletic Training Center

<table>
<thead>
<tr>
<th>Preceptor</th>
<th>Position</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>J.C. Weida</td>
<td>Head Certified Athletic Trainer</td>
<td><a href="mailto:jc.weida@mso.umt.edu">jc.weida@mso.umt.edu</a></td>
</tr>
<tr>
<td>Justin Hunt</td>
<td>Assoc Certified Athletic Trainer</td>
<td><a href="mailto:justin.hunt@mso.umt.edu">justin.hunt@mso.umt.edu</a></td>
</tr>
<tr>
<td>Karla Judge</td>
<td>Asst. Certified Athletic Trainer</td>
<td><a href="mailto:karla.judge@mso.umt.edu">karla.judge@mso.umt.edu</a></td>
</tr>
<tr>
<td>Drew Babcock</td>
<td>Asst Certified Athletic Trainer</td>
<td><a href="mailto:drew.babcock@mso.umt.edu">drew.babcock@mso.umt.edu</a></td>
</tr>
<tr>
<td>Klare Matthew</td>
<td>Asst Certified Athletic Trainer</td>
<td><a href="mailto:klare.mattew@mso.umt.edu">klare.mattew@mso.umt.edu</a></td>
</tr>
<tr>
<td>Stephanie Magee</td>
<td>GA ATC</td>
<td><a href="mailto:stephanie.magee@umconnect.umt.edu">stephanie.magee@umconnect.umt.edu</a></td>
</tr>
<tr>
<td>Michelle Buechner</td>
<td>GA ATC</td>
<td><a href="mailto:michelle.buechner@umconnect.umt.edu">michelle.buechner@umconnect.umt.edu</a></td>
</tr>
</tbody>
</table>

**RATC phone number:** 406-243-6362

First year professional students will have the opportunity to work with several different clinical preceptors throughout the year. During this time, students will complete hours as set forth by their assigned clinical preceptor and may have additional event coverage outside of their assigned clinical rotation as determined by their assigned preceptor. Students may also be assigned rotations outside the typical semester timeline.

Second year professional students will be assigned a clinical preceptor for the length of an in-season sport (which may extend beyond the typical semester timeline). During this time, students will complete hours as set forth by the clinical preceptor and may have additional event coverage outside of their assigned clinical rotation as determined by their assigned preceptor.

For all students, there will be ongoing events on campus and in the community. You may voluntarily sign up for these additional events as long as these hours are completed under direct supervision by a clinical preceptor.

Physical Therapy Clinic/Community Outreach

<table>
<thead>
<tr>
<th>Preceptor</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bob Botkin PT, ATC</td>
<td><a href="mailto:botkinsportsmed@gmail.com">botkinsportsmed@gmail.com</a></td>
<td>406-542-4702</td>
</tr>
<tr>
<td>Samantha Riordan, ATC</td>
<td><a href="mailto:samantha.riordan@umontana.edu">samantha.riordan@umontana.edu</a></td>
<td>406-542-4702</td>
</tr>
<tr>
<td>Tim Messer PT, ATC</td>
<td><a href="mailto:tim@activeptsports.com">tim@activeptsports.com</a></td>
<td>406-829-9600</td>
</tr>
<tr>
<td>Christine Howard MS, ATC</td>
<td><a href="mailto:chrstnehwrd@gmail.com">chrstnehwrd@gmail.com</a></td>
<td>406-542-4702</td>
</tr>
</tbody>
</table>

Athletic training students will be assigned to a clinical preceptor for a period several weeks during their first or second year in the ATP. This rotation will provide students with experience in a clinical and high school/community outreach setting (practices and competitions). Students are expected to gain a minimum of 8 hours per week of clinical experience in this rotation. Students should meet with their clinical preceptor prior to the start of the rotation to review expectations throughout the rotation, dress code, policies/procedures, and to set schedules.
Athletic training students will be assigned to a high school during their first year in the ATP. Other events with the above clinical preceptors may offer additional experience for students to take advantage of the additional experience is strongly encouraged. 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 clinical preceptor prior to the start of the rotation to review expectations throughout the rotation, dress code, policies/procedures, and to set schedules.

- **Students completing off campus rotations need to carry a fanny/medical pack for practice and game coverage.**

**UM Western/Carroll College**

<table>
<thead>
<tr>
<th>Preceptor</th>
<th>E:Mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janelle Handlos</td>
<td><a href="mailto:j_handlos@umwestern.edu">j_handlos@umwestern.edu</a></td>
<td>406-683-7220</td>
</tr>
<tr>
<td>Russ Richardson</td>
<td><a href="mailto:r_richardson@umwestern.edu">r_richardson@umwestern.edu</a></td>
<td>406-683-7391</td>
</tr>
<tr>
<td>Kaleb Birney</td>
<td><a href="mailto:kalebbirney@gmail.com">kalebbirney@gmail.com</a></td>
<td>406-683-7220</td>
</tr>
<tr>
<td>Jake Ritter</td>
<td><a href="mailto:jritter@carroll.edu">jritter@carroll.edu</a></td>
<td>509-720-0242</td>
</tr>
<tr>
<td>Brian Coble</td>
<td><a href="mailto:bcoble@carroll.edu">bcoble@carroll.edu</a></td>
<td>406-447-5524</td>
</tr>
<tr>
<td>Kris Ward</td>
<td><a href="mailto:kward@carroll.edu">kward@carroll.edu</a></td>
<td>406-447-5471</td>
</tr>
</tbody>
</table>

Students may choose to gain additional experience and travel to UM Western or Carroll College. This rotation is arranged through the Program/Clinical Director.

**Curry Health Center/Health Care Facility**

**Curry Health Center Contact:** Susan Krahn 243-4330  
**Montana Neurobehavioral Specialists Contact:** Maddy Boyle 327-3853
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.) one to two weeks. 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 8-10 hours per week of clinical experience in this rotation. Students should meet with the Clinical Director/Program Director prior to the start of the rotation to arrange schedules. Appropriate attire for this rotation includes dress pants and a collared shirt.

**UMATP CLINICAL EDUCATION PLAN OBJECTIVES**

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

**Clinical Requirements:**
1. Completion of 250 hours in the autumn and 200 hours in the spring of clinical education
2. Clinical education opportunities at high school/clinic, medical facility, and collegiate settings

**Objectives:**

**Summer/Autumn:**
1. Demonstrate an understanding of operational policies and procedures of an athletic training facility, clinic, or high school. This includes, but is not limited to opening and closing duties, cleaning, maintenance, preparing whirlpools and other modalities, administrative duties such as filing, and data entry
2. Develop a working knowledge and perform injury documentation, utilizing both paper and computerized systems
3. Modality set-up with parameters provided by preceptor or higher level professional athletic training student
4. Assist with the pre and post practice treatment of athletes
5. Initiate evaluation of injured athlete under the supervision of a preceptor (lower extremity injury)
6. Use appropriate medical terminology
7. Gain a working knowledge of emergency action plans (understand role, know telephone numbers, memorize procedures)
8. Perform basic techniques of taping, wrapping, and bracing
9. Provide proper first aid to injured athletes
10. Adhere to OSHA standards and guidelines

**Spring**
1. Initiate evaluation of injured athlete under the supervision of a preceptor (upper extremity)
2. Evaluate and determine appropriate treatment of lower extremity injuries
3. Develop and implement rehabilitation programs under the supervision of a preceptor
4. Practice and event coverage with assigned preceptor
5. Gain a better understanding of general medical conditions through clinical observation
6. Maintain current CPR for the Professional Rescuer certification/HealthCare Provider
7. Collaborate and communicate effectively with pre-professional athletic training students, other professional athletic training students, and supervising preceptors

Year One Course Work:
ATEP 534 Athletic Training Techniques
ATEP 566 Therapeutic Modalities
ATEP 540 Clinical Practicum in Athletic Training I
ATEP 542 Assessment of the Lower Extremities
ATEP 569 Clinical Anatomy Lab
ATEP 541 Clinical Practicum in Athletic Training II
ATEP 544 Assessment of the Upper Extremities
ATEP 572 Therapeutic Exercise

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

Clinical Requirements:
1. Completion of 250 hours in the autumn and 200 hours in the spring of clinical education
2. Clinical education opportunities at PT clinic/HS, medical facility, and collegiate setting (ATS will spend the length of an entire season with one clinical preceptor)

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

Year Two Course Work:
ATEP 546 Assessment of the Thorax and Medical Conditions
ATEP 574  Manual Therapy Techniques
ATEP 550  Advanced Practicum in Athletic Training I
ATEP 551  Advanced Practicum in Athletic Training II
ATEP 578  Leadership in Athletic Training
AHAT 479  Topics in Sports Medicine

General Medical Clinical Rotation Objectives:

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

Hour Requirement:

Students will be required to accumulate a minimum of 900 hours as part of the Clinical Education Plan. This averages out to 15-20 hours per week each semester. There will be variation in the number of hours the student will be in the assigned clinical rotation depending on the clinical preceptor 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 Program/Clinical Director.
- The maximum requirement of clinical experience is 30 hours per week or 60 hours in a two week period. If students exceed the two week 60 hour maximum, the Program/Clinical Director will notify them to reduce their clinical hours the following two weeks.
- The minimum hour requirement for students is 10 hours in a two week period (unless a student is specifically scheduled to be off)
- Students must have one day off in a 7 day period (CAATE guideline)

Hour Logs:

- Hours must be recorded online using EValue software. Hours must be verified by an appropriate clinical preceptor on a weekly basis.
- **Unsupervised time may not be included in the hours.** Travel time to an away event with a clinical preceptor may not be included in the clinical hour requirement.
- Students may also track hours on paper using the hour log for their personal records; however, all hours must be logged online.
**Athletic Training Educational Competencies:**

The educational competencies matrix is online at ATrack. The entry-level athletic training competencies serve two purposes: (1) they define the common set of skills that entry level athletic trainers should possess; and (2) they define the structure of athletic training clinical education as an outcomes-based qualitative system. Students should track the completion of competencies online.

**Athletic Training Educational Competencies Outcomes:**

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

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

**Clinical Integration Proficiency Grading Criteria:**

P = Proficient/Passed  
NP = Not Proficient  
NI = Needs Improvement  
NE = Not Evaluated  
IA = Initial Assessment

**CPR Certification:**

Current CPR certification must be maintained throughout the entire program. Students will not be allowed to start a clinical assignment without this certification. Please check due dates on certification to prevent lapses in certification. Recertification classes are held at various times throughout the year. Students may use the American Red Cross, American Heart Association, or National Safety Council.
**Hepatitis B Vaccine:**
Students are required to have received the Hepatitis B vaccine or have signed a waiver refusing the vaccine prior to the completion of the first clinical assignment. A hepatitis B titer is required to be on file (unless waiver is signed – see Appendix)

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

**Proof of Insurance Coverage:**
Some of the facilities students may be assigned to require additional personal malpractice insurance. Please see the Program Director for information on purchasing insurance. While participating in assigned clinical rotation with an established clinical education facility of the University of Montana, students will be covered by the blanket UM malpractice insurance. Students may want personal liability insurance in addition to the Universities insurance.
The following websites provide additional information regarding professional liability insurance:
- [www.nata.org/student/files/marshliability.pdf](http://www.nata.org/student/files/marshliability.pdf)
- [www.hpso.com](http://www.hpso.com)

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

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

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

**Clinical Education Supervision**

Preceptors must be physically present and have the ability to intervene on behalf of the athletic training student to provide on-going and consistent education. The preceptor must consistently have auditory and visual interaction with the athletic training student at the site of the clinical experience.

**Clinical Experience Evaluations**

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

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

**Professional Development:**

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

**Recommended Organizations for Student Affiliation:**

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

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

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

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

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

Big Sky Conference Officials Scholarship- see Program/Clinical Director for information

University of Montana Athletic Training Program
Social Media Policy

Athletic Training Students (ATS)

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

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

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

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

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

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

### Prohibited Conduct

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

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

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

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

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

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

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

I have read and understand the social media policy:

___________________________________________

Printed Name

___________________________________________  __________________

Signature Date
**Athletic Training Students and Relationships Issues**

### Clinical Preceptors

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

### Team Physician/Allied Health Care Professionals

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

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

### Coaches

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

### Athletes

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

NATA Code of Professional Practice

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

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

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

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

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

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

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

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

1. Perform your responsibilities in a mature and professional manner.
2. Always remember that you are representing the University of Montana Athletic Training Program.
3. Be aware of your skill level and your limitations. Only perform those treatments for which you have been evaluated by a clinical preceptor and deemed proficient.
4. Consult your clinical preceptor prior to administering any treatments on athletes.
5. The medical care of athletes is your first priority.
6. Use the proper channels to answer questions and for procedural advice. (Communicate with your preceptor).
7. Respect the right of confidentiality of the athletes and their medical conditions.
8. Assist the professional staff with the daily functions of the athletic training clinic.
9. Assist the professional staff in maintaining accurate treatment logs and other medical records.
10. Assist the professional staff in maintaining confidentiality.
11. Complete assigned tasks in an appropriate and timely manner.
12. Take accurate phone messages that indicate who called, the time and date of the call.
13. Practice universal precautions and maintain excellent sanitary conditions in all procedures.
15. Grant special privileges to no one. All athletes are equals.
16. There will be no excuse for tardiness.
17. Have a working knowledge of the appropriate Emergency Action Plan.
18. Treat the athletic training facility and equipment with respect and care.
19. Apply appropriate tapings, wrappings, and bandages as instructed.
20. Complete Injury Report Forms for all new injuries and log treatments as rendered.
21. Follow rehabilitation protocols on the athletes chart as instructed.
22. Enter SOAP notes in SIMS as instructed.
23. Communicate with preceptors regarding new injuries.
24. Be prepared to assist with the care of an injured athlete who is brought in for first aid.
25. When answering the phone, use the phrase, “UM Athletic Training. This is {NAME}. How may I help you?”
26. When traveling with a sport team, you must abide by the athletic code. No alcohol, drugs, or unacceptable conduct at any time.
27. When you have free time in the athletic training clinic, use it to discuss relevant topics in sports medicine, or practice athletic training skills on each other.
28. Maintain and stock tables, drawers and counters with the proper items whenever necessary.
Evidence Based Medicine (EBM)

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

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

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

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

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

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

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

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

THE UNIVERSITY OF MONTANA
ATHLETIC TRAINING PROGRAM
TECHNICAL STANDARDS FOR ADMISSION

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

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

Candidates for selection to the ATP must demonstrate:

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

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

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

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

Signature of Applicant ______________________________ Date ____________

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

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

- enroll as a full-time student (unless approved by Program Director).
- maintain a cumulative grade point average of 3.00 or higher.
- achieve no more than 2 “C” grades in graduate courses.
- achieve satisfactory evaluations in each Clinical Phase before progressing.
- successfully complete coursework in the sequence indicated by the program of study unless approved by Athletic Training Program Director.
- abide by the Code of Ethics of the University and those established by the National Athletic Trainers’ Association.

I understand that I will be expected to complete at least 200-250 hours of clinical experience each semester and that many of these hours may be during evenings and weekends.

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

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

________________________________________
Printed Name

________________________________________
Student Signature  Date
Criminal Background Checks

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

Process of Requesting a Criminal Background Check

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

The Criminal Background Check will include the following criteria:

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

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

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

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

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

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

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

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

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

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

Clinical Education Infraction Notification

Part I: To be filled out by Clinical Preceptor

Date of Infraction: ______________
Name of Student: __________________________

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

☐ Absence from clinical assignment / seminar / program meeting
☐ Repeated Tardiness at clinical assignment / seminar / program meeting
☐ Attire
☐ Conduct
☐ 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 Preceptor ___________________________ Date ______________

Part II: To be filled out by Clinical Director

Previous warning for similar incident?

☐ No
☐ Yes

Type of Previous Infraction ___________________________ Date ______________
Clinical Preceptor Involved ____________________________________________

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

INFRACTION REVIEW MEETING

Date: _________________________

Comments:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Action Taken:

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

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<th>Signature of Clinical Director</th>
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Other Participants as Needed:

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

________________________________________
Printed Name

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

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

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

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

BBP/Infection Control

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

**Athletic Participation**

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

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

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

**Education of the Physically Active**

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

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

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

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

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

The Athletic Trainer and Bloodborne Pathogens at Athletic Events

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

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

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

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

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

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

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

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

EXPOSURES:

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

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

**Hepatitis B Information**

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

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

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

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

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

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

3. Every student must be properly vaccinated with documentation on file (TB and Hep B)

4. **Every student** must complete bloodborne pathogen training on a yearly basis (prior to observation or clinical experience). To complete bloodborne pathogen training, please visit the following website and read through the presentation: [http://www.umt.edu/research/complianceinfo/IBC/BBP.aspx](http://www.umt.edu/research/complianceinfo/IBC/BBP.aspx)

   After students read through the presentation, the BBP Quiz on this webpage should be completed and turned into the Clinical Director/Program Director via email or to McGill 238 for scoring (valerie.moody@umontana.edu).

6. Students must use Universal Precautions and good hygiene at all times.

7. If there has been potential exposure to a communicable disease or BBP, the student must immediately notify the Preceptor and Program/Clinical Director and the exposure incident form should be completed.

8. If a student becomes ill, students are encouraged to self-isolate and to seek medical treatment from either Curry Health Center or personal physician. In some cases, documentation may be required for return to clinical rotations.

9. Students should communicate medical absences from clinical rotations to the Program/Clinical Director and their respective preceptor as soon as possible.

---

Printed Name

________________________________________

Signature

Date

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

□ I decline the Hepatitis B vaccination at this time

________________________________________
Printed Name

________________________________________
Signature

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

Student Information
Name: Student ID#
Date of Birth: Gender:
Address: Phone:
Email:

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

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

Action Taken by preceptor:

Action taken by Program Director or UM Program Representative:

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

<table>
<thead>
<tr>
<th>Athletic Training Student</th>
<th>Date</th>
</tr>
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<table>
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<tr>
<th>Program Director or UM Program Representative</th>
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Social Media Policy

Athletic Training Students (ATS)

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

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

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

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

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

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

**Prohibited Conduct**

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

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

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

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

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

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

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

I have read and understand the social media policy:

___________________________________________  __________________________
Printed Name                                             Signature                    Date
University of Montana Athletic Training Program
Social Media Policy

Athletic Training Students (ATS)

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2. Facebook and other sites provide numerous privacy settings for information contained in its pages; use these settings to protect private information.

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

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

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

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

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

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

I have read and understand the social media policy:

___________________________________________
Printed Name

________________________________________
Signature

____________________
Date
CONFIDENTIALITY AGREEMENT

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

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

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

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

____________________________________  __________________________
Signature of ATS  Date

___________________________________________
Printed Name of ATS

__________________________________________  __________________________
Program Director Signature  Date

__________________________________________
Printed Name of Program Director

This form will be completed on an annual basis
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. All students who pay the yearly membership fee will be active voting members for all
      meetings and functions.
   b. 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
   i. Encourage pre-professional athletic training students to join UMATSA

V. Elected Officers
   a. President
i. Eligible to run as an athletic training student enrolled in the professional portion of the athletic training education program.
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 an athletic training student enrolled in the professional portion of the athletic training education program.
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 an athletic training student enrolled in the professional portion of the athletic training education program.
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. Document all UMATSA events for historical perspective

d. Treasurer
i. Eligible to run as an athletic training student enrolled in the professional portion of the athletic training education program.
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 monthly budget update at every UMATSA meeting
vii. Provide semester budgets to UMATSA officers and faculty representative
viii. Provide yearly budgets to UMATSA membership
ix. Develop and plan UMATSA social functions with Vice President
x. Develop fundraising efforts for community and UMATSA with President

VI. Voting and Nominations
a. Officers
i. Nominations for new officers will be held the last week of April 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. 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.
   c. Treasurer deals with handling of all funds and receipts
   d. Treasurer keeps copies of all receipts in electronic copy.

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 current officers. With a majority vote from active
voting members, the amendments will be adopted.
UMATSA
Athletic Training Students’ Association
Membership Application

Name: ______________________________Birthday: _________________

Mailing address: _______________________________________________
\[\text{Address line 1}\\ \text{Address line 2}\\ \text{Address line 3}\]

Email address: _________________________________________________

Phone #(s): _________________________________________________

Signature: ________________________________Date: ________________

By signing this I, _______________________, understand that my $20 membership fee goes towards a club shirt. 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: _____________
THESIS, PROFESSIONAL PAPER, COMPREHENSIVE EXAMINATION INFORMATION
Thesis or Professional Paper Related:

- Students must select a thesis or professional paper chair (may or may not be your advisor) and work with this person in developing your projected research.

- Students must select the Thesis/Professional Paper Examining Committee (see requirements and description on the UM Graduate School website URL http://life.umt.edu/grad/Academic%20Policies/The%20Masters%20Degree.php)

General Information about the Graduate Thesis/Professional Paper Committee

Each master's degree program must include a specific component of research or creative work and a comprehensive evaluation over the content of the discipline. In programs requiring a thesis or professional paper, these requirements are typically combined and overseen by the thesis/professional paper examining committee. (http://life.umt.edu/grad/Master%20and%20Doctoral%20Students/Graduate%20Committee%20Appointments.php)

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

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

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

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

d. Upon the recommendation of the unit, one additional voting member who is a faculty affiliate, a faculty member of another institution of higher learning, or a non-academic expert may be appointed by the Graduate Dean, if he or she is uniquely qualified by training, experience, and/or degrees held to guide and evaluate the thesis or professional paper.

- Students must complete a Graduate Committee Appointment Form at least three weeks prior to the proposal and submit the form to the ATP Program Director.

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

**General information:**

Approximately one semester before degree is to be awarded, the student must submit to the Graduate School three copies of the Application For Graduation Form (available at [http://life.umt.edu/grad/Forms/default.php](http://life.umt.edu/grad/Forms/default.php)) and a graduation fee of $25.00. Refer to the graduation deadline calendars ([http://life.umt.edu/grad/Graduation%20Resources/default.php](http://life.umt.edu/grad/Graduation%20Resources/default.php)) at the UM Graduate School Website for the exact date of when to file paperwork.

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

The following criteria should be used in filling out the graduation form – found at this UM Graduate School website: [http://life.umt.edu/grad/Forms/default.php](http://life.umt.edu/grad/Forms/default.php).

You will need to use the following guidelines and templates to properly format your thesis or professional paper. Access the UM Graduate School Formatting Guidelines for the thesis or professional paper and additional Required Forms for graduation (e.g. the Certificate of Approval Form and Final Paper Checklist Form) at [http://life.umt.edu/grad/Forms/default.php](http://life.umt.edu/grad/Forms/default.php).

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

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

**Institutional Review Board Related:**

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

“Typical” Timeline: for a thesis/professional project is to:

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

Comprehensive Exams

In general, the written comprehensive exam will entail:

- A closed book exam to be held mid-April of the last semester together with all the students completing the exam
- Students are blind to the questions prior to the exam, but are encouraged to quiz professors on how to study
- 4 hours allowed to answer 3 categories of questions
  - Categories will be option specific
- Students must receive a passing grade on each of the 3 portions of the exam
- Grades are Pass-Fail for each portion of the exam
- Each portion of the exam will be graded by the professor who wrote the question, thereby forming a small (3) person ‘comps committee’
- Students must complete a Graduate Committee Appointment Form at least three weeks prior to comps and submit the form to the ATP Program Director.
- Students have one chance to retake failed portions of the exam
GRADUATE COMMITTEE APPOINTMENT FORM

STUDENT ______________________________ ANTICIPATED COMPLETION DATE ____________

COMMITTEE BEING APPOINTED:
_____ MASTER'S
   _____ NON-THESIS OPTION (Comprehensive Examination)
   _____ THESIS OPTION
   _____ PROFESSIONAL PAPER OPTION

COMMITTEE MEMBERS:
____________________________________  Chair, signed: _______________________________
____________________________________
____________________________________

APPROVED:
PROGRAM DIRECTOR _________________________ DATE ____________

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

Introduction

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

General Requirements for Thesis Research

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

Thesis Proposal Format*

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

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

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

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

Spring completion

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

Summer completion

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

Autumn completion

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

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

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

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

**Thesis Final Draft Format**

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

**Option 1: Grad School Format**

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

Chapter One: Introduction (as listed above)
Chapter Two: Review of Related Literature (as listed above)
Chapter Three: Methodology (as listed above)
Chapter Four: Results (include sub-headings to address each hypothesis, tables, figures and graphics should be discussed with your faculty thesis chairperson)
Chapter Five: Discussion
Chapter Six (optional): Conclusions and Recommendations (this may be combined into Chapter Five - consult thesis chairperson)

References/Bibliography (consult thesis chairperson for format)

Appendices (Attach as needed -- Informed consent, pilot study data, raw data, statistical summary tables, instrumentation examples, article to be submitted for publication, see thesis chairperson for additional appendices)

**Option 2: Manuscript Style Format**

- Title Page
- Abstract
- Dedication (Optional)
Acknowledgments

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

Style of Writing -- Thesis Proposal & Final Draft

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

Completion of Final Draft and submission to the Graduate School

The Graduate School sets the deadline for submission of the approved committee draft of the Master’s thesis. The deadline for final copy submission occurs approximately four weeks before the end of the current semester. Consult the graduate school website at http://life.umt.edu/grad/Graduation%20Resources/default.php and your thesis chairperson for the exact dates.

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

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

The Graduate School accepts electronic theses only. (http://www.lib.umt.edu/etd).
Information on how to format and submit your e-thesis can be found here:
A bound hardcopy of the thesis is to be submitted to the HHP department library for historical records. At a minimum, the final pdf version is to be sent to the thesis committee. The thesis chairperson may request a bound hardcopy.

Submission of the electronic thesis to external libraries is encouraged, however the student should be warned about publication of the thesis prior to possible submission to a peer reviewed journal.

GUIDELINES FOR COMPLETING A PROFESSIONAL PAPER

Introduction

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

General Requirements for Professional Paper Research

A professional paper represents a graduate student's attempt to make an original contribution to the body of knowledge in athletic training. Central to the purpose of each professional paper must be an original synthesis or application based on existing knowledge. Through an appropriate formulated strategy or theory-building approach, a professional paper must present existing knowledge in such a manner as to extend, enhance, clarify, or suggest alternatives to a current interpretation of a specific subject area. Meta-analysis and review of literature proposals may be appropriate only if a thorough literature search has revealed a lack of such an attempt, or when a proposed review of literature compares and/or contrasts two previously unrelated concepts (e.g., workplace community health strategies and performance enhancement strategies in sport).

Professional Paper Proposal Format

It is recommended that the format below be adopted for the professional paper proposal. Please note, however, that the final professional paper draft may be in a variety of formats depending on what is being proposed, the nature of the subject matter, and the presentation approach recommended by the faculty chairperson. The
recommended format below outlines form and substance to how the professional paper final draft will be completed.

Title Page
Table of Contents
Chapter One: Introduction (1-3 pages recommended)
  Statement of Problem
  Purpose of Study
  Significance of Study
  Limitations & Delimitations
  Basic Assumptions
  Definition of Terms
Chapter Two: Review of Literature (May be partially completed with advisor approval)
  Research Design (Formulated strategy, theory-building approach, review methodology, etc.)
  Research Procedures (Methods of accessing existing research)
  Treatment of Research (Introduce original contribution)
  Final Draft Presentation (Optional -- necessary if unique approach needs explanation)
Bibliography
Appendix(s) (Attach as needed)

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

Spring Completion

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

Summer Completion

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

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

Professional Paper Final Draft Format

The professional paper final draft may be in any one of a variety of formats most appropriate to what is being attempted. A few of the more unusual formats acceptable for consideration as a professional paper include creating a professional video tape, publishing work in a reputable journal, a conference presentation at the regional or national level (from an accepted paper), or creating computer software specific to a need not being addressed. The professional paper proposal should outline the exact form and substance of the final draft. In lieu of an alternate format accepted by the student's professional paper committee, general guidelines for a professional paper final draft are presented below.

- Title Page
- Abstract
- Dedication (Optional)
- Acknowledgments
- Table of Contents
- List of Tables (Optional -- Needed if numerous tables are presented)
- Body of Paper (Number of Chapters Subject to Form and Content Approved in Proposal)
- Bibliography
- Appendix(s) (Attach as needed)

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

Completion of Final Draft and submission to the Graduate School
The Graduate School sets the deadline for submission of the approved committee draft of the Master’s professional paper. The deadline for final copy submission occurs approximately four weeks before the end of the current semester. Consult the graduate school website at http://life.umt.edu/grad/Graduation%20Resources/default.php and your professional paper chairperson for the exact dates.
The format of the professional paper defense is similar to the proposal. Students should prepare a formal presentation of their paper. The defense will be open to the public. Graduate students in particular are encouraged to attend.

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

The Graduate School accepts electronic submissions only. (http://www.lib.umt.edu/etd). Information on how to format and submit your e-professional paper can be found here:

At minimum, the final pdf version is to be sent to the thesis committee. The thesis chairperson may request a bound hardcopy.

Submission of the electronic professional paper to external libraries is encouraged, however the student should be warned about publication of the paper prior to possible submission to a peer reviewed journal.