



UNIVERSITY OF
ARKANSAS

**College of Education
& Health Professions**
*Health, Human Performance,
& Recreation*

**MASTER OF ATHLETIC TRAINING
PROGRAM**

**POLICY AND PROCEDURE
MANUAL**

UNIVERSITY OF ARKANSAS

January 2024

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Section I Program Introduction and Overview

Foreword

The Master of Athletic Training M.AT. Program at the University of Arkansas is offered by the Department of Health Human Performance and Recreation (HHPR). The M.AT. Program is designed to prepare students for a career in athletic training. This manual was prepared to inform students in the M.AT. Program at the University of Arkansas of the regulations for participating in the program.

Students should be aware that athletic training requirements are subject to annual change to maintain compliance with university and accreditation requirements. Therefore, the athletic training faculty within the HHPR reserves the right at **any time** to implement changes as deemed necessary by the Commission on Accreditation of Athletic Training Education (CAATE), and/or the University of Arkansas. Students majoring in athletic training are responsible for current information regarding the program of study. All current information is found in this manual, the athletic training website, and the University of Arkansas Graduate Catalog.

Equal Opportunity and Sexual Harassment Policy

The University of Arkansas is an equal opportunity, affirmative action institution. The University is committed to providing equal opportunity for all applicants for admission and employment, students, and employees without regard to race/color, sex, gender, pregnancy, age, national origin, disability, religion, marital or parental status, protected veteran or military status, genetic information, sexual orientation, gender identity or any other characteristic protected under applicable federal or state law.

It is the policy of the University of Arkansas to prohibit sexual harassment or acts of sexual assault, domestic violence, dating violence and stalking committed against students, employees, visitors to the campus, and other persons who use University facilities. Sexual assault is an extreme form of sexual harassment. Sexual harassment is prohibited by University policy and is a form of sex discrimination prohibited by Title VII of the Civil Rights Act of 1964 and by Title IX of the Education Amendments of 1972. Sexual assault is also a crime, defined by the Arkansas criminal code.

Title IX protects the University community from gender discrimination, harassment and misconduct in a school's education programs and activities. Title IX protects the University community in connection with all academic, educational, extracurricular, athletic and other University programs, whether those programs take place on University property, in University transportation, at a class or training program sponsored by the University at another location or elsewhere.

This Policy shall not be construed or applied to restrict academic freedom at the University, nor shall it be construed to restrict constitutionally protected expression.

Master of Athletic Training Program Personnel

Department Administration:

HHPR Department Head, Michelle Gray, PhD

HHPR Assistant Department Head, Amanda Sullivan, PhD

Master of Athletic Training Program Faculty:

Luzita Vela, PhD, LAT, ATC Program Director, Teaching Associate Professor

Brendon P. McDermott, PhD, ATC, LAT Core Faculty, Associate Professor

Elizabeth Parke, PhD, ATC, LAT - Clinical Education Coordinator, Teaching Assistant Professor

Al Gordon, MD – Medical Director

Affiliated Faculty:

Robert, Elbin, PhD, Associate Professor, Office for Sport Concussion Research

Instructors:

Cody Lemmons, DPT, ATC, CSCS

Jamie McDermott, MS, RDN, LD

Master of Athletic Training Program

Program Description

The Master of Athletic Training (M.A.T.) is an accredited program that focuses on creating patient-centered and evidence-informed health care providers who serve as advocates for their patients both on and off the field to improve health-related quality of life. We are a 24-month, 59-credit hour program and our rigorous coursework prepares students to be leaders in the field and our clinical education experiences in varied settings provide real-world training with excellent preceptor mentors. Employment opportunities for graduates include serving as health-care professionals in professional sports, college and secondary schools, sports medicine clinics and hospitals, performing arts, military branches, and industrial workers. The student is offered the opportunity to interact with high quality researchers, teachers, and preceptors throughout the 24 months of course work, clinical rotations, and scholarly experience.

M.A.T. Mission

We are a student-centered program that prepares athletic trainers to provide evidence-informed, patient-centered, and collaborative healthcare to enhance patient/client well-being while elevating the profession through service and advocacy.

CORE VALUES

The University of Arkansas M.A.T. Program believes that ATs are healthcare professionals that:

1. Are important members of the healthcare system who practice collaboratively with other healthcare professionals and to the fullest scope of practice.
2. Use innovative and evidence-informed practices that enhance patient/client health-related quality of life.

3. Are patient-centered practitioners who are respectful of diversity and who practice with integrity.
4. Are service oriented and endeavor to make the profession and healthcare system better through actions and advocacy.
5. Are self-regulated clinicians that strive for continued growth and use quality improvement practices to improve care quality.

PROGRAM GOALS

To enact our beliefs, the University of Arkansas M.AT. Program

1. Prepares students for entry into the profession that can use evidence and employ clinical reasoning skills to solve complex clinical problems and maximize patient outcomes.
2. Provides an inclusive environment for all students and preceptors that strives to help each student develop as clinicians that embody the Core Competencies into their practice.
3. Fosters student professional identity formation and development of their own philosophy of care.
4. Develops leaders in athletic training who can employ practices that assist professional well-being and longevity.
5. Uses a diversity of educational strategies to teach students to embrace a growth mindset, act as a professional with integrity, and embody a service orientation.

Student Outcomes

Upon graduation, students will:

1. Use evidence and employ clinical reasoning skills to solve complex clinical problems to maximize patient outcomes.
2. Work collaboratively with other healthcare professionals to enhance care.
3. Practice effective patient-centered care with diverse patients/clients.
4. Use principles of quality improvement and informatics to improve care quality.
5. Employ practices that assist with professional well-being and longevity.
6. Embrace a growth mindset, act as a professional with integrity, and embody a service orientation.

Program Outcomes

1. Deliver an athletic training program that includes an inclusive learning environment and culture
2. Use effective teaching and learning principles to deliver an innovative program
3. Provide a high-quality clinical education plan

Section II Program Policies and Procedures

Admissions

Selective Admission Policy

Selection for admission into the M.AT. Program is determined every year as prospective students apply. Application may occur during the completion of an undergraduate degree and requires completion of required prerequisite courses. The athletic training application and program requirements can be found on the University of Arkansas Athletic Training website (<http://atep.uark.edu>) and the University of Arkansas Graduate Catalog.

Steps To Express Interest in the Accelerated M.AT. Program

Exercise Science (EXSCBS) students interested in the accel.M.AT. program should complete the following steps:

1. Identify with a pre-AT designation in their degree plan after discussion with an academic advisor
2. Alert the M.AT. Program director (Luzita Vela, vela@uark.edu) by the 2nd year of the EXSCBS degree of interest in the Accel.M.AT Program.
3. Express an intent to apply no later than fall of their 3rd year in the EXSCBS program to both an academic advisor and the M.AT Program Director.
4. Apply by January 8th of their 3rd year.

To apply, interested students must have at least a 3.2 GPA at time of application and either have successfully completed or be enrolled in the following pre-requisite courses that are part of the EXSCBS degree plan:

- BIOL 1543/1541L;
- BIOL 2213/2211L;
- BIO 2443/2441L;
- CHEM 1103/1101L OR CHEM 1203/1201L;
- EXSC 3153; NUTR 1213;
- PHYS 2013/2011L;
- PSYC 2003

If enrolled in any of these courses at time of application, final admission in the accel.M.AT. program will be contingent on applicants successfully completing the courses by earning a “C” or better in each course.

Applicants must complete an application, which requires the following information:

1. **Academic History:** institutions attended, and transcripts uploaded (unofficial accepted).
 - a. A letter grade of B or higher is preferred for each pre-requisite course.
2. **Letters of recommendation:** at least 2 required, up to 4.
3. **Observation hours:** 150 hours preferred; a minimum of 75 hours required under the supervision of an athletic trainer by time of matriculation. It may be possible that all observation hours are not completed at the time of application. However, all observation hours must be completed prior to beginning Athletic Training (ATTR) graduate coursework.
4. **Personal statement and program questions:** for your personal statement, describe your professional goals including why you have chosen Athletic Training as a career. Two additional program essays (described in the program application packet) must be completed.

5. Resume

This information, along with the information obtained from an interview with the admissions committee, will be factors considered for admission.

Accelerated M.AT. Program Progression

Accel.M.AT students will take ATTR graduate classes starting in the Summer of the 3rd year of enrollment after they have completed at least 96 credit hours towards the EXSCBS degree. Students who successfully complete the EXSCBS degree requirements after two semesters of enrollment in the accel.M.AT. Program (Summer of 3rd year and Fall of 4th year) will earn a Bachelor of Science in Exercise Science degree in December of the 4th year. Students will apply for the University of Arkansas Graduate School during the Fall of the 4th year.

Accel.M.AT. students will take 24 hours of ATTR coursework that can be counted towards their EXSCBS and M.AT. degrees. These 24 hours will count as 15 hours of EXSC related electives, 7 hours of EXSC core classes, and 2 hours of general electives. Accel. M.AT. will be allowed to take three additional ATTR hours (ATTR 5161 and 5172) as an undergraduate student, but they will not count toward the undergraduate degree.

Accel.M.AT. Students Take:	Counts Toward EXSCBS Requirements:
ATTR 5111, ATTR 5122, ATTR 5141, ATTR 5223, ATTR 5373, ATTR 5153, and ATTR 5532	15 hours of related electives
ATTR 5314	EXSC Elective
ATTR 5133	EXSC 4903
ATTR 5371L, ATTR 5151L	2 hours of general electives
ATTR 5161, ATTR 5172	Does not count toward EXSCBS Degree

To progress and qualify for admission into the M.AT. program, accel.M.AT. students should meet with an advisor to ensure appropriate sequencing of courses specified in year 1 and year 2. Once students begin ATTR graduate classes, students in the accelM.AT. must abide by the curriculum plan of the cohort program. Those not following the plan are subject to dismissal from the accel.M.AT and/or not be admitted into the M.AT. program.

Progressing from the Accelerated M.AT. to M.AT. Program

Students will apply to the University of Arkansas Graduate School during the Fall of the 4th year. After which, students who have been accepted into the Graduate School and who have met the following requirements will be fully admitted into the M.AT. Program:

1. completed all EXSCBS requirements for graduation,
2. earned an average GPA of at least 3.0 in the 24 hours of ATTR graduate classes,
3. not earned more than two “C” grades or lower in ATTR classes,
4. met all requirements of the graduate coursework including the Retention and Progression Policies identified in graduate course syllabi, and
5. satisfactorily met all standards identified in the University of Arkansas M.AT. Program Professionalism and Professional Responsibility Criteria.

Traditional M.AT. Program Admission Requirements and Procedures

To be accepted into the M.AT. applicants must meet the general requirements for admission to the Graduate School, have earned an undergraduate degree with an overall GPA of 3.00, and complete pre-requisite courses.

Prerequisite Courses for Admission to the Traditional M.AT.

Students desiring admission to the athletic training program must complete pre-requisite courses in biology, human anatomy, human physiology, chemistry, physics, nutrition, exercise physiology, and general psychology prior to matriculation. If pre-requisite courses are obtained at a college or university other than the University of Arkansas, course descriptions for each course must be submitted with the application for approval. Syllabi/outlines may be requested to ensure that the requisite course materials are covered. Students are encouraged to reach out to the program director to assess if courses taken at outside institutions meet the program's requirements prior to completing an application.

The following courses offered at the University of Arkansas meet the pre-requisite requirements

Course	Name	Credit Hours
NUTR 1213	Fundamentals of Nutrition	3
EXSC 3153	Exercise Physiology	3
BIOL 1543	Principles of Biology (ACTS Equivalency = BIOL 1014 Lecture)	3
BIOL 2213	Human Physiology (ACTS Equivalency = BIOL 2414 Lecture)	3
BIOL 2443	Human Anatomy (ACTS Equivalency = BIOL 2404 Lecture)	3
CHEM 1103 or CHEM 1203	University Chemistry I (ACTS Equivalency = CHEM 1414 Lecture) OR Chemistry for Majors I	3
PHYS 2013	College Physics I (ACTS Equivalency = PHYS 2014 Lecture)	3
PSYC 2003	General Psychology (ACTS Equivalency = PSYC 1103)	3

Application Procedures and Deadlines For Traditional M.AT. Program

Students apply for admission to the Graduate Athletic Training Program by doing the following:

1. Complete the M.AT. Program Application via ATCAS (see program website for ATCAS details). ATCAS includes a general application (see items 1-5 below) and a program-specific application (see items 6-8 below).
 - a. **Personal information:** basic demographics
 - b. **Academic history:** institutions attended and transcripts uploaded
 - c. **Letters of recommendation:** at least 2 required, up to 4
 - d. **Observation hours:** 150 hours preferred, a minimum of 75 hours required under the supervision of an athletic trainer. It may be possible that the observation hours are not completed at the time of application.
 - e. **Personal statement:** for your personal statement, describe your professional goals including why you have chosen Athletic Training as a career
 - f. **Resume**
 - g. **Course catalog descriptions:** include course descriptions of the program's pre-requisite courses; see pre-requisite courses identified in website

completion of the following are the responsibility of the student. Students can choose to complete the background check prior to arrival at the University of Arkansas. If a student is interested in completing a background check early, please notify the Program Director for procedures to receive a hard copy of a finger printing card from the Office of Teacher Education. Please note that the process to complete finger printing procedures for out-of-state students may take up to 8 weeks to process. Please see the entire M.AT. Program Background Check Policy in appendix D

- Go to <https://ofplivescan.acuityscheduling.com/schedule.php> and complete STEPS 1, 2 and 3.
- Schedule a LiveScan Fingerprinting appointment on the bottom of the page and bring the requisite items to your appointment (outlined on webpage)
- Fingerprinting appointments are in 30-minute increments and are located in **Peabody, Office 110**

Transfer Policy

Transfer students wishing to enter the program must submit an athletic training program application, three recommendation forms, as well apply to the graduate school and submit all undergraduate transcripts. Transfer students will be assessed on an individual basis.

Program Expenses (Excluding Tuition and Fees)

There will be costs associated with mandatory functions of the M.AT. Program. Students are required to cover these costs in addition to tuition. More information about costs associated with the M.AT. Program on the website: www.atep.uark.edu

The following are fees paid by students prior to commencing and within the course of the program.

Extra Program Expenses	Cost
Background check	\$49.25
Drug screen	\$54.00
Mumps, Measles, Rubella Immunization	Cost Variable; required
Hepatitis B Immunization: Series of 3 Shots	Cost Variable
Textbooks	~\$1,000
Travel to/from clinical site (gas money)	Variable based on clinical sites
Liability insurance (2 calendar years)	\$29.00 paid via course fees
CPR training (2 calendar years)	\$65.00; required
BOC Exam + application fee (cost varies based on NATA membership status)	\$365.00-\$390.00

The following expenses are paid for by the M.AT. Program and Athletics and is provided to each student

Program	Cost
Typhon clinical software (2 calendar years)	\$100.00
Program clothing: includes shirts, polos, jackets and shoes	~\$750.00
Practice BOC Exam X 2	\$70.00
Continuing Education Money (AATA and Razorback Conference Attendance)	Variable

Related Policies and Processes

- [Tuition and Fee Adjustments for Withdrawing](#) From the University of Arkansas
- [Refunds and Financial Aid Delivery](#)

Student Logistical Procedures

Questions or concerns about these policies and procedures should be directed to the program director or the student's academic advisor.

Advising

Students who are admitted into the M.AT. Program will be advised by the program faculty of the M.AT. Program. Advising is much more than just scheduling courses. This allows time for the student and faculty to discuss progress and provide feedback, areas of success and improvement, and future goals. The academic advisor for the student can be found in UAConnect.

Outside Employment

The curriculum requires students to complete required extensive afternoon, evening, and weekend clinical experiences, as well as coursework. This will likely interfere with the student's ability to hold outside employment. Students are not prohibited from holding outside employment, but such employment must not interfere with the student's ability to complete clinical education experiences and courses. Students who hold a part-time job are highly encouraged to not work more than 10-hours a week on average.

Student Liability Insurance

All students that are admitted into the M.AT. Program must purchase a liability insurance providing \$1M/\$3M coverage. Students purchase the liability coverage offered by the university for \$14.50 per year via course fees in fall clinical courses each year. Students may not take part in clinical experiences without insurance coverage.

Professional Associations

Students are **highly encouraged** to join the National Athletic Trainers' Association. Membership includes three components: national membership, as well as district and state memberships. All three components are included in the NATA membership dues. Membership cost depends upon the state in which the student registers her/his home address. Membership in the NATA provides numerous benefits including a subscription to the *NATA NEWS*, reduction in cost with BOC exam application fee – not the BOC exam registration fee, as well as discounts on conference registration. Most state, district and national scholarships require membership for eligibility. Students will be required to submit verification of membership on a predetermined date.

Financial Assistance and Scholarships

Benjamin Franklin Lever Tuition Fellowship

The Benjamin Franklin Lever Tuition Fellowship is designed to increase diversity within graduate degree programs by providing financial assistance to graduate students from underrepresented groups. Students of underrepresented populations are eligible to apply for the Benjamin Franklin Lever Minority Graduate Student Fellowship. This fellowship pays for all tuition during the graduate study.

University of Arkansas Athletics Scholarship

All students are typically awarded a \$5,300 scholarship during the two-year academic program. In addition, travel and lodging expenses are typically covered for the Arkansas State Athletic Training Meeting. Scholarship and travel support are reviewed on an annual basis and are contingent on approval by our university benefactors. We anticipate that the scholarship and travel support will be renewed and have a long history of this support, but we cannot provide guarantees.

M.AT. Program Scholarships

The Master of Athletic Training Program provides scholarships to admitted students on an equal basis. Notification of the scholarship awarded to the student will be determined following the review of all application materials by the Athletic Training Program Selection Committee. Students are encouraged to apply for second-year scholarships providing further financial assistance:

- **Bill Ferrell Endowed Athletic Training Scholarship:** Financial assistance given to five second-year athletic training students based on application scores.
- **Dean Weber Endowed Athletic Training Scholarship:** Financial assistance given to one second year selected athletic training student based on application scores.
- **Al Gordon Athletic Training Scholarship:** Financial assistance given to one second year selected athletic training student based on application scores.

Additional Funding Opportunities

In-State Residency Status

Students can apply for in-state residency to receive in-state tuition after 6 months of residency. The University put together a about how to do it.

Additional Required Trainings and Paperwork

Blood Borne Pathogen and Emergency Cardiac Care (ECC) Training

All students are required to be currently trained in Bloodborne Pathogen (BBP) safety as well as the correct [ECC training](#) at all times during enrollment in the M.AT. Program after the first summer session. Opportunities for BBP and ECC training will be offered to the student in the first summer (ECC with an associated training fee).

Additionally, students will be required to complete a BBP safety training annually via an online module. Please note that the program's BBP policy is outlined in Appendix E and includes an exposure control form that identifies procedures that a student must follow if they are potentially exposed to a blood-borne pathogen.

HIPAA and FERPA Training

All students are required to be trained on Health Insurance Portability and Accountability Act (HIPAA) and Family Educational Rights and Privacy act (FERPA) regulations in the first summer semester. The training will be offered to the students in the summer semester.

State of Arkansas Mandatory Reporter Training

Students complete the asynchronous, online training via the web portal at <https://ar.mandatedreporter.org> within the clinical course ATTR 5133. The certificate of completion is housed in the students' virtual file and box folder

Communicable Disease Policy

The purpose of the University of Arkansas M.AT. Program Communicable Disease Policy is to protect the health and safety of the students enrolled in the M.AT Program. The M.AT. recognizes the importance of minimizing the exposure of athletes or patients in a clinical setting to communicable diseases. This policy is designed to provide athletic training students, preceptors, and athletic training faculty with a plan to assist in the management of students with infectious diseases as defined by the Centers for Disease Control and Prevention (CDC). This policy was developed using the recommendations established by the CDC for health care workers (cdc.gov) The entire policy and procedures are outlined in appendix F.

Student Conduct and Program Policies

All M.AT. Program students are expected to conduct themselves in a professional manner at all times. Personal conduct and appearance are considered to be an important aspect of preparing for a professional career in athletic training. Professionalism and first impressions in any work situation are important to maintain a positive work environment. All athletic training students are required to follow these policies to promote quality and professionalism in each athletic training facility, clinical site, and classroom.

Program Retention and Progression Policies

All graduate students are subject to the [Graduate School Policies](#). In addition to the graduate school policies, the M.AT. Program has adopted a specific set of academic guidelines for program retention and progression.

Students will be retained and progress through the program by meeting the following requirements:

1. Adhere to all M.AT. Program Policies as noted in the program's policy and procedure manual.
2. Maintain a cumulative graduate GPA of ≥ 3.0 . A graduate GPA of ≥ 3.0 is required for graduation from the M.AT. Program.
 - a. No credit is earned for courses in which a grade of "F" or "D" is recorded (but these courses count towards GPA). Courses in which a grade of "F" or "D" are earned must be retaken, and a passing grade ("C" or better) must be earned prior to graduation. Per the Graduate School's policy, the maximum number of credit hours that can be retaken is 6 hours.
3. Successfully complete a written comprehensive examination, which is a Quality Improvement Project in ATTR 5473: Administration and Leadership in Athletic Training related to a systems-based problem identified at a clinical education site.
4. Meet course-level and program-level specified benchmarks (defined below)

The M.AT. Program uses a multi-step system to help students to meet program requirements, Graduate School/program policies, and accreditation standards. These include the use of two processes: 1.) course-specific remediation procedures and 2.) Academic Development Plans.

1. **Course-Specific Remediation:** Students are expected to meet program's specified benchmarks (defined below) on written/practical examinations and course-related projects/products. Failure to do so will require a remediation process carried out by the course instructor.
2. **Academic Development Plan:** Academic or professionalism concerns can result in the use of an Academic Development Plan (see appendix G). The Academic Development Plan will identify the concern(s), strategies to remedy the concern, benchmarks for

success, and a timeline in which the student must use the strategies and meet identified benchmarks.

- a. The Academic Development Plan will be created by the program's core faculty and the Assistant Department Head in consultation with the student and associated affiliate faculty and/or preceptors, when necessary.
 - i. The Academic Development Plan is shared with the student in a meeting to receive the student's acknowledgement of the plan and to answer any questions.
- b. Failure to meet the requirements of an Academic Development Plan may result in the student being placed on program probation.
- c. After being placed on program probation, a student who fails to make appropriate progress on an Academic Development Plan may be subject to program dismissal.

The following outlines the M.AT. Program specific benchmarks and the processes associated with the application of remediation procedures and/or an Academic Development Plan:

1. Students who earn a "C" in any course will be placed on an Academic Development Plan
 - a. Students may earn a maximum of two grades of "C" or lower in the degree program before dismissal from the program
2. Students must earn a 70% or higher on all written examinations and pass all practical examinations with an 80% or higher. Students must also earn a 70% or higher on all course-related projects/products.
 - a. Any concerns of an academic nature on course examinations or projects/products are handled by the course instructor through a remediation process identified within each course syllabus. Information regarding each student's required remediations within the course is shared with the M.AT. Program Director.
 - i. Once the Program Director has identified that the student has had to remediate two examinations within the M.AT. program required course sequence, the student will be placed on an Academic Development Plan. Failure to meet the requirements of an Academic Development Plan may result in the student being placed on program probation.
 1. Students should not remediate more than 3 different practical examinations and 3 written different examinations while in the academic program. Students who remediate more than 3 different practical and 3 different written examinations are subject to program dismissal.
 2. Progress on an Academic Development Plan and the frequency/severity of remediations will be used to identify a recommendation for continued academic probation and or/dismissal.
 - b. Any concerns of an academic nature regarding course-related projects/products are handled by the course instructor. Information regarding each student's required failure to meet the identified benchmark on course-related projects/products is shared with the M.AT. Program Director. Students that do not earn a score $\geq 70\%$ on course projects/products will be required to re-submit the project/product until the requisite score is earned.
 - i. A student that fails to do so will earn an "F" in a course may not register for the next courses in the program's course sequence until the project/product is completed, and the grade of "F" is changed back to a

letter grade. Since the program is a cohort-based program, this could delay graduation.

- ii. A student that must re-submit projects/products repetitively, may be placed on an Academic Development Plan.
 - iii. Progress on an Academic Development Plan and the frequency/severity of required opportunities for work re-submission will be used to identify a recommendation for academic probation and or/dismissal.
3. Students are expected to meet Professionalism and Professional Responsibility Criteria in seven major areas, which are noted in the University of Arkansas M.AT. Program Professionalism and Professional Responsibility Criteria document (see M.AT. Program policy and procedures manual).
- a. These identified criteria dovetail with the existing Technical Standards that have been signed by all students matriculating in the program and outline the criteria in which a student must meet to be an active healthcare provider.
 - i. If a student does not meet an identified target in the Arkansas M.AT. Program Professionalism and Professional Responsibility Criteria, then an Academic Development Plan is developed.
 - ii. Progress on an Academic Development Plan and the frequency/severity of the concern(s) will be used to identify a recommendation for academic probation and or/dismissal.

Academic Probation Process

A student must complete all conditions of the probation prior to graduation. For example, if a student is on probation during their final semester, a student must earn a “B” or greater in all courses, meet all program requirements and benchmarks in courses and successfully meet the requirements of the Academic Development Plan. Likewise, their final cumulative GPA must be greater than or equal to a 3.00.

Board of Certification (BOC) for Athletic Training Exams:

1. If the student is on probation during their final semester (Spring 2nd year), they will not be cleared to take the Jan/Feb or March/April BOC for athletic training exam.
 - a. At the semester midterm, student progress will be assessed. If it is determined that the student is on track to meet the requirements of the Academic Development Plan, the student will be cleared to take the May/June BOC for athletic training exam.
 - b. If it is determined the student is at risk to not complete the requirements of the Academic Development Plan, the student will not be cleared for the May/June exam. In that case, the student will only be cleared to take the BOC for athletic training exam once the student has successfully completed the requirements of the Academic Development Plan and graduated from the program.

Additional Cause for Program Dismissal

Students are expected to adhere to the current National Athletic Trainers Association (NATA) Code of Ethics (appendix G) and the policies outlined in the program’s policy and procedure manual throughout their program of study, including during all courses and clinical education experiences. Should a student violate the NATA Code of Ethics and/or policies outlined in the policy and procedure manual, the student may be dismissed or receive a warning accompanied by the development of an Academic and Professional Development Plan. Students will be dismissed from the program if they fail to comply or meet benchmarks identified within the plan.

Drug tests may be required of any student at random times throughout their time in the program. Confirmation of a positive drug screen, except nicotine, will result in the immediate dismissal of the student from the Master of Athletic Training Program with no possibility of reinstatement. More detailed information about the process can be found in the policy and procedure manual at atep.uark.edu.

The program, Department Head, and the Graduate School, has the authority and responsibility to dismiss a student from the program for unethical or unprofessional behavior or a positive drug screen. Students who have been dismissed by the program on the basis of unethical or unprofessional conduct may appeal the decision following the procedures outlined under the [Unethical and Unprofessional Conduct policy contained in the Graduate Catalog of Studies](#).

Course Sequencing and Requirements for Completion of Degree

Candidates for the M.AT. degree must complete 59 semester hours of graduate work. A graduate GPA of 3.0 or better is required for graduation. In addition, all degree candidates must successfully complete the required athletic training curricular content as mandated by the accrediting body.

SUMMER I (14 hours)		
ATTR 5314	Clinical Anatomy for Athletic Trainers (10-week)	4 Hours
ATTR 5111*	Evidence-Based Practice in Athletic Training I (Summer 1)	1 Hours
ATTR 5122	Intervention and Care Planning I (Summer 2)	2 Hours
ATTR 5141	Professional Identity Formation (10 week)	1 Hour
ATTR 5223	Emergency Procedures (10 week)	3 Hours
ATTR 5133	Core Competencies and Clinical Care 1 (10 week)	3 Hours
FALL I (13 hours)		
ATTR 5371L	Lower Extremity Evaluation Lab	1 Hours
ATTR 5373	Evaluation Techniques of Athletic Injuries – Lower Extremity	3 Hours
ATTR 5153	Intervention and Care Planning II	3 Hours
ATTR 5151L	Intervention and Care Planning II Lab	1 Hour
ATTR 5161*	Evidence-Based Practice in Athletic Training II	1 Hour
ATTR 5532	Behavioral Health I	2 Hours
ATTR 5172	Core Competencies and Clinical Care II	2 Hours
SPRING I (13 hours)		
ATTR 5361L	Evaluation of Upper Extremity Lab	1 Hours
ATTR 5362	Evaluation Techniques of Athletic Injuries – Upper Extremity	2 Hours
ATTR 5342	Intervention and Care Planning III	2 Hours
ATTR 5341L	Intervention and Care Planning III Lab	1 Hour
ATTR 5283	Primary Care	3 Hours
ATTR 5281L	Primary Care Lab	1 Hour
ATTR 5181*	Evidence-Based Practice in Athletic Training III*	1 Hour
ATTR 5332	Core Competencies and Clinical Care III	2 Hours
SUMMER II (6 hours)		
ATTR 5501	Patient Centered Care (Summer 1)	1 Hour
ATTR 5422	Sport and Nutrition (Summer 1)	2 Hours
ATTR 5431	Sport-Related Concussion and Behavior (Summer 1)	1 Hour
ATTR 5442	Core Competencies and Clinical Care IV (Summer 1)	2 Hours
FALL II (8 hours)		
ATTR 5473^	Administration and Leadership in Athletic Training	3 Hours
ATTR 5542	Behavioral Health II	2 Hours

ATTR 5253	Professionalism in Athletic Training	3 Hours
SPRING II (5 hours)		
ATTR 5611	Performance Enhancement	1 Hour
ATTR 5621	Sport Science	1 Hour
ATTR 5631	Prevention and Wellness	1 Hour
ATTR 5272	Athletic Training Seminar	2 Hours
TOTAL = 59 hours required		

*Statistics Course; ^Required Project course

Accelerated M.A.T. Course Sequence

YEAR 1		
Fall	Spring	Summer
ENGL 1013 BIOL 1543/1541L ² PSYC 2003 ² MATH 1213 or MATH 1284C UNIV 1001 (General Elective)	CHEM 1103/1101L ² ENGL 1023 Social Science Core HIST/Govt Core Fine Art Core	
14-15 hours	16 hours	
YEAR 2		
Fall (<i>Identify interest in the accelerated EXSCBS to M.AT. program</i>)	Spring	Summer
BIOL 2443/2441L ² BIOL 2213/2211L ² EXSC 2733 COMM 1313 Social Science Core	CHEM 1123/1121L STAT 2303 EXSC 3153 ² Humanities Core PBHL/EXSC 2663 General Elective (up to 2 hours)	
17 hours	18 hours	
YEAR 3		
Fall (<i>Confirm intent to apply to M.AT. program</i>)	Spring (<i>apply to M.AT. program</i>)	Summer (<i>Begin M.AT Program Coursework</i>)
EXSC 4323 EXSC 3533 PHYS 2013/2011L ² EXSC 3353 Gen Elective (4-5 hours)	CHEM 3603/3601L or CHEM 2613/2611L EXSC 4783 EXSC 4833 PSYC 3023 NUTR 1213 ²	ATTR 5314 ³ ATTR 5111 ⁴ ATTR 5122 ⁴ ATTR 5141 ⁴ ATTR 5223 ⁴ ATTR 5133 ³
17 hours	16 hours	14 hours
YEAR 4		
Fall (<i>EXSC BS completed & graduation in December; Acceptance into Grad School and M.AT. Program</i>)	Spring	Summer
ATTR 5371L ⁵ ATTR 5373 ⁴ ATTR 5153 ⁴ ATTR 5151L ⁵ ATTR 5161 ⁶ ATTR 5532 ⁴ ATTR 5172 ⁶	ATTR 5361L ATTR 5362 ATTR 5342 ATTR 5341L ATTR 5283 ATTR 5281L ATTR 5181 ATTR 5332	ATTR 5501 ATTR 5422 ATTR 5431 ATTR 5442

13 hours	13 hours	6 hours
YEAR 5		
Fall	Spring (<i>M.AT. Program Completed</i>)	
ATTR 5473 ATTR 5542 ATTR 5253	ATTR 5611 ATTR 5621 ATTR 5631 ATTR 5272	
8 hours	5 hours	

² accel.M.AT. Program pre-requisite course

³ EXSC Core Equivalent Course

⁴ EXSCBS related elective course

⁵ general elective

⁶ only counts toward M.AT. degree (not EXSC BS degree)

Courses Outside of the Curricular Plan

It is the policy of the M.AT. Program that no student may register for any other course other than what is required in the M.AT. Program without prior approval. The approval process is as follows:

1. Prior to enrolling in the course, the student is required to submit the course syllabus to the M.AT. Program faculty.
2. Decisions on approval will occur after the case has been fully reviewed by the M.AT. Program faculty.

Section III Clinical Education

Clinical Instruction Plan

Clinical education consists of clinical experiences in which direct patient/client care is provided under the direction of a preceptor. In addition, clinical education includes patient-based education opportunities (surgical observations, physician clinic, conferences, grand rounds, IPE activities, journal clubs, etc...) and simulation (standardized patient encounters). All clinical education is affiliated with the six, clinical practicum courses that a student must complete.

During each semester (including summers), every student will have a clinical experience at one of the University of Arkansas' approved affiliated sites. Included in these clinical experiences will be one immersive experience that require the student to be at their clinical site full-time. Full-time practice at the clinical site is determined by the type of clinical site and clinical preceptor expectations. Experienced clinical preceptors at each site provide clinical and professional mentorship students in the athletic training program.

Clinical Education Goals

The goals of clinical education are to develop students that:

- Are reflective and evidence-informed healthcare practitioners
- Can work in teams to deliver healthcare
- Are guided through their professional identity formation to transition to entry-level athletic training practice
- Are patient-centered, culturally responsive and advocates for a patient
- Can understand how healthcare will evolve and an ATs role in healthcare
- Can speak a common language with other healthcare providers
- Can measure performance and carry-out quality improvement
- Are leaders in the field of athletic training

The purpose of the Clinical Instruction Plan at the University of Arkansas is to place students in a structured clinical setting where they can develop their athletic training skills under the direct supervision of a BOC certified athletic training preceptor or physician. The goal of the clinical education program is to provide students with the opportunity to put their didactic learning into practice. In order to be in compliance with CAATE accreditation guidelines, students admitted to the M.AT. are required to be exposed to populations that include clients/patients:

- throughout the lifespan (for example, pediatric, adult, elderly),
- of different sexes,
- with different socioeconomic statuses,
- of varying levels of activity and athletic ability (for example, competitive and recreational, individual and team activities, high- and low-intensity activities),
- who participate in non-sport activities (for example, participants in military, industrial, occupational, leisure activities, performing arts).

Additionally, clinical education opportunities are planned so that students gain exposures to a variety of health conditions commonly seen in athletic training practice including patients/clients with the following types of conditions:

- Emergent, behavioral (mental health), musculoskeletal, neurological, endocrine, dermatological, cardiovascular, respiratory, gastrointestinal, genitourinary, otolaryngological, ophthalmological, dental, environmental conditions

Clinical Placements:

During the two- and half-year clinical experience students will be rotated through several clinical sites and have experiences with several preceptors. During the clinical experience, a preceptor that has successfully completed the University of Arkansas Preceptor Training must directly supervise athletic training students. Clinical education opportunities will be determined by the CEC and program faculty with consultation of preceptors. The M.AT. Program is designed so that the majority of clinical experiences are classified as athletic training clinical experiences. These are experiences supervised by an athletic trainer or physician preceptor. Students are allowed to have supplemental clinical experiences, or experiences supervised by a preceptor that is a healthcare provider other than an AT or physician. These experiences must be approved by the program and must be of significant value.

YEAR 1			
	Semester 1 Summer	Semester 2 Fall	Semester 3 Spring
Clinical Course	ATTR 5223 & ATTR 5133	ATTR 5172	ATTR 5332
Length	~ 4 weeks Urgent /Emergent = 20-30 hours; 2-3 week Pre-season (min 50; max 150)	15 Weeks Min = 250; Max = 325 2 students per site	15 Weeks Min = 250; Max = 325 2 students per site
Clinical Care	Urgent/Emergent Care and ~ 3-week Pre-Season Clinical	UArk or Secondary School + 1 IPP Block	UArk or Secondary School + 1 IPP Block
Blocks	IPP Block: Urgent/ Emergent Conditions	IPP Block: (1 of 2 blocks) ·Primary Care (MANA, Student Health Center OR ·Ortho Clinic (Uark Ortho + UAMS Spt Med)	IPP Block: (1 of 2 blocks) ·Primary Care (MANA, Student Health Center OR ·Ortho Clinic (Uark Ortho + UAMS Spt Med)
Simulation	EMS IPE Simulation	Key Encounters; UAMS	Key Encounters; UAMS
Products	Encounters (20) Typhon Training PPE Participation X 2 Risk assessment protocol for PPEs	Encounters (60) Student cases analysis in Typhon Grand rounds EAP Analysis Project	Encounters (60) Student cases analysis in Typhon Grand rounds OSCE
YEAR 2			
	Semester 4 Summer	Semester 5 Fall	Semester 6 Spring

Clinical Course	ATTR 5442	ATTR 5253	ATTR 5272
Length	5-Week Behavioral Health Block (Summer 1) + 4-6 Weeks Immersive Block** (Summer 2); Min = 180 Max = 450	13 Week Immersive Min = 410; Max = 780	15 Weeks Min = 250; Max = 480
Clinical Care	“Choice” based on student goals* + 1 IPP block	Based on student goals + identified condition/population needs	UArk or Secondary School or Emerging Setting
Blocks	Block: · Behavioral Health (CAPS or Counseling Program; UArk Sport Psych)	n/a	n/a
Simulation	Key Encounters	n/a	Key Encounters; UAMS
Products	Encounters (40) Student cases analysis in Typhon Grand rounds Mental health cases in Typhon (ED), Comprehensive Exam	Encounters (120) Student cases analysis in Typhon Resume Mock Interview ICF Care Plan X 2 BOC Px Test and Analysis	Encounters (60) Student cases analysis in Typhon Simulation scenarios Grand rounds Professional development plan Professional Advocacy project

†Additionally, students may be expected to complete/participate in supplemental clinical education activities, complete required paperwork outlined in each course syllabus, and successfully pass an OSCE, SP encounters and comprehensive examination.

ATTR 5223 Emergent Conditions Mini Rotation (3 credits) – The student’s first clinical education experience is a supplemental clinical experience and included in the ATTR 5223 course. This mini-rotation focuses on understanding the emergency medical system through participating in several ride-along shifts with the Emergency Medical Services (EMS).

ATR 5133 Pre-Season Clinical Education Rotation (3 credits). The second clinical education experience where students will provide care to athletes in the secondary school or collegiate setting during pre-season. This rotation is an immersive clinical experience lasting a minimum of 2, but not exceeding 3, weeks where students earn a minimum of 50 clinical hours but do not exceed 150 hours.
Settings: Secondary School or College/University

ATTR 5172 (2 credits) & ATTR 5332 (2 credits) Emergent Settings Mini-Rotations – Students enrolled in ATTR 5172 and ATTR 5332 will complete several mini-rotations at a primary care and orthopaedic setting to meet 3 goals: 1) students will participate in an interprofessional healthcare team in an emerging setting, 2.) students will become familiar with assessment of a variety of non-orthopedic health conditions (primary care clinic) with a diverse patient population from 18-80 years of age, different genders, low socioeconomic status, who typically participate in non-sport activities, and 3.) students will become familiar with the in-office assessment of a variety of orthopedic conditions (orthopaedic clinic) with a diverse patient population from 18-80 years of age, different genders, low socioeconomic status, who typically participate in non-sport activities. In these rotations, students will engage in a clinical education experience under the supervision of a physician or athletic trainer. Students may also interact with other healthcare providers including nurses and physician assistants.

ATTR 5172 (2 credits) & ATTR 5332 (2 credits) Semester Long Secondary School and Collegiate Athletic Training Clinical Education Experiences - Students enrolled in ATTR 5172 and ATTR 5332 will also complete one semester-long clinical education rotation at a secondary school and one semester-long clinical education rotation at a college/university setting. A majority of athletic trainers are currently employed in these two practice settings. The course is designed to facilitate synthesis and the integration of knowledge, skills, and clinical decision-making into patient/client care. There are 3 goals associated with these settings: 1.) students will engage in professional socialization about practicing the art and science of being an athletic trainer in a common practice setting for professional identity formation, 2.) students will develop clinical decision making and reasoning skills in prevention, evaluation and intervention skills on patients of differing age (adolescent to adult), different genders, low socioeconomic status, who typically participate in sport activities, 3.) students will appreciate the interplay of various administrative and patient care tasks, and 4.) students will continue to develop the core competencies of an athletic trainer. Students will complete a minimum of 250, not to exceed 325, clinical hours in this clinical education rotation. In these rotations, students will engage in the clinical education experience under the supervision of an athletic trainer. Students may also interact with other healthcare providers specific to each setting.

ATTR 5442 (2 credits) - Elective Immersive Experience - This full-time, clinical immersion rotation occurs in a specific area of clinical practice selected by the student's interest that can include but is not limited to: out-patient rehabilitation, orthopedic practice, primary care, dance medicine, industrial and occupational health, military, and athletic performance, professional sport, high school and collegiate athletics. The clinical education rotation has 6 goals: 1.) develop all skills related to the delivery of healthcare through graded autonomy, 2.) be reflective and evidence-informed healthcare practitioners, 3.) experience totality of patient care provided by athletic trainers without time constraint of class, 4.) be guided through their professional identity formation to transition to entry-level athletic training practice, 5.) to act as a patient-centered, culturally responsive practitioner, 6.) develop an understanding on how healthcare will evolve and an ATs role in healthcare. This clinical education rotation allows students to participate in the full scope of athletic training clinical practice relative to the specific rotation as part of an inter-professional sports medicine team. This clinical education experience will last a **minimum of 4 weeks** where students will complete a minimum of 180 clinical hours/semester, maximum 450 clinical hours/semester. Preceptor will undergo Preceptor training for 4-6 week experience.

ATTR 5253 (3 credits), 13-Week Clinical Immersive - This full-time, clinical immersion rotation occurs in a specific area of clinical practice partially guided by student's goals and needs for development as identified in the milestones and patient encounter. The settings can include but are not limited to: out-patient rehabilitation, orthopedic practice, primary care, dance medicine, industrial and occupational health, military, and athletic performance, professional sport, high school and collegiate athletics. The course is designed to facilitate synthesis and the integration of knowledge, skills, and clinical decision-making into patient/client care. The goals of this immersive experience include: 1.) to embody an AT's professional identity, 2.) to advocate for patients and the profession, 3.) to critically appraise administrative, prevention and patient care procedures, 4.) to act as a patient-centered, reflective and evidence informed practitioner and team member, 5.) to refine decision- making and reasoning skills. This rotation allows students to participate in the full scope of athletic training clinical practice specific to the practice of the preceptor at the clinical immersion site and occurs under the supervision of a preceptor that is either an athletic trainer or physician. Students should be allowed relative autonomy in patient care based on the student's established knowledge, skills and abilities. Students will complete a minimum of 410 clinical hours/semester, maximum 780 clinical hours/semester.

ATTR 5272 (2 credits), 15-Week Clinical Education Rotation - This clinical education rotation occurs in a specific area of clinical practice partially guided by student's goals and needs for development as identified in the milestones and patient encounter. The settings can include but are not limited to: out-patient rehabilitation, orthopedic practice, primary care, dance medicine, industrial and occupational health, military, and athletic performance, professional sport, high school and collegiate athletics. The

course is designed to facilitate synthesis and the integration of knowledge, skills, and clinical decision-making into patient/client care. The goals of this immersive experience include: 1.) to embody an AT's professional identity, 2.) to advocate for patients and the profession, 3.) to critically appraise administrative, prevention and patient care procedures, 4.) to act as a patient-centered, reflective and evidence informed practitioner and team member, 5.) to refine decision-making and reasoning skills. This rotation allows students to participate in a graded, autonomous clinical practice specific to the practice of the preceptor at the clinical immersion site and occurs under the supervision of a preceptor that is either an athletic trainer or physician. Students will complete a minimum of 250 clinical hours/semester, maximum 480 clinical hours/semester.

Guidelines for Clinical Experience

- Students are referred to the Student Conduct guidelines below to understand policies and expected behaviors in clinical education placements.
- Students are expected to be punctual for clinical assignments. In the event that you will be late or cannot be present for an assignment, you must notify your preceptor immediately.
 - Interference with outside employment is not a valid reason for attendance problems in the clinical experience. Ongoing punctuality problems are grounds for removal from the clinical assignment and disciplinary action
- Students must work to develop clinical skills and professionalism. To this end, clinical ability, progression, and professionalism will be an ongoing evaluation.
 - Three written evaluations will be completed in fall semesters and two in the spring and summer semesters by the preceptor, and discussed with the student. A copy is available to the student.
 - Students evaluate preceptors and clinical sites at the end of the experience to provide feedback to increase the effectiveness of the clinical site and/or preceptor.
- Students are assigned to a specific preceptor throughout their clinical experience.
- Students may not perform a skill/procedure with a patient until they have been instructed on that skill/procedure.
- Specific activities for demonstrating mastery of information over time will be distributed to the student during clinical courses, and should be completed by the student and preceptor during the clinical experience.
- Students must be oriented to the policies and procedures of the clinical experience, including general facility policies, as well as emergency action plan, etc.
- No M.AT. student may work or obtain hours at any clinical site that they are not currently assigned to. That includes volunteering in any capacity without obtaining authorization/consent from the program faculty.

Diversity

The University of Arkansas is an equal opportunity employer and student recruitment and admission practices do not discriminate on the basis of race, color, creed, sex, age, disability, national origin, religious affiliation, or sexual orientation. The University, and M.AT. Program are committed to enhancing diversity of the student body and the educational experiences of all students. The athletic training program is committed to educating our students about the significance of understanding the importance of effective interpersonal and cross-cultural communication as it relates to interactions with patients of all ages and cultural backgrounds. The M.AT. Program **will not pursue clinical education sites** nor preceptors that do not adhere to these principles.

Clinical Education Orientation Policy

All students must go through a site-specific clinical orientation prior to the start of a clinical experience and before providing patient care. The full on-boarding process may take up to a few weeks to fully orient the student to the site's procedures. The clinical orientation process must include site specific policies, including the EAP, and clinical experience expectations. A formal clinical site orientation must occur prior to providing any patient care and a signed copy of the completed clinical orientation form must be given to the CEC by the specified due date. It is very important that the orientation process regarding health and safety information (BBP, EAP, documentation) should occur prior to the first days of the clinical assignment.

Clinical Supervision Policy

Effective direct supervision of an athletic training student by a preceptor requires the preceptor to be able to physically intervene on the behalf of any patient that a student provides health care services for to provide feedback about performance and to potentially protect the patient. This requires proximity with the athletic training student but still allows for graded autonomy. Graded autonomy is a progression into some relative independence of the ATS based on the student's level of education (year in program), competencies completed, and professional maturity. The expectations for autonomy and care protocols should be made clear to each student during the orientation to the clinical experience.

As previously referenced, all preceptors must complete a preceptor training and must directly supervise athletic training students. If at any time the student is not supervised by a preceptor then that experience is not warranted by the M.AT. Program. Any unsupervised clinical experiences are in violation of CAATE Standards, University of Arkansas M.AT. Program policy, and are NOT permitted.

Critical Safety Checks

Prior to providing patient care in athletic training or supplemental clinical experiences, students must pass practical examinations aimed at assessing the student's basic skills with common procedures and skills used within the athletic training environment. These practical examinations typically occur as part of the coursework associated with the first summer in the program and also include orientation activities. Each preceptor is required to assess the student's safety to engage in clinical education at their respective sites.

Clinical Hours Policy

Students in the University of Arkansas M.AT. Program must be available according to preceptor and student discussed times to accumulate clinical hours and structured weekends learning opportunities. Clinical experience is obtained over a minimum of 2 years. The clinical experience may include some holidays, nights, early to mid-morning, and travel.

- During the first year of the program, students are expected to average approximately 20 hours of clinical education experience per week throughout the course of the academic semester. The minimum number of hours is 250 per semester. The maximum number of hours is 325.
- Students are mandated one day (24 hours) out of the 7-day week as a relief from their clinical responsibility.
- These clinical experiences will be with a variety of preceptors, clinical sites, and patients. Any specific requirements for hours are delineated in the syllabus for the associated academic clinical course (ATTR 5133, ATTR 5172, ATTR 5332, ATTR 5442, and ATTR 5272.).

- It is the student's responsibility to log their clinical hours using the online clinical management system regularly. Failure to do so within a 14-day window will result in the inability to count those hours toward these clinical experiences.
- Preseason clinical experiences represent a unique opportunity for athletic training experience. As such, requirements during this time differ from those in the academic semesters.
 - For preseason clinical experiences, students still must have a scheduled day of relief (24 hours) during a 7-day week.
 - The minimum clinical experience requirement is 50 hours total during preseason. The maximum clinical experience is 100 hours per seven days. The minimum and maximum amounts for preseason reflect the current state of our profession and display expectations in the workforce upon graduation.

Clinical Education Schedule Policy

Each preceptor will communicate a schedule of clinical hours for the ATS in two ways: 1.) a general overview of weekly clinical experience hours expected for the semester completed during orientation and 2.) a specific weekly schedule scheduled ideally one week in advance. **Each student must be allowed at least one day away from a clinical site during a seven-day period.**

All clinical education experiences are tied to a clinical course. Clinical education experiences start officially on the first day of class and end on the last day of classes for long semester classes in the fall and spring semesters *with two exceptions; 1) where students are expected to complete a pre-season clinical rotation in August of the first summer in the program and 2) where students are expected to complete a 4-6 week summer immersive experience.* The start date both the preseason and summer immersive experiences can vary from student to student and is based on a mutually agreed start date between the clinical preceptor and student. Additionally, the start and end date for fall immersive experiences can also vary from student to student and is based on a mutually agreed start date between the clinical preceptor and the student.

Students are encouraged to partake in clinical education activities that fall outside the normal academic calendar, but these opportunities are voluntary (ex. holiday break, post season, etc...). If a student chooses to engage in additional clinical education opportunities, those hours must be documented and must be counted towards the hours accrued for the respective clinical education assignment. These hours are not to exceed the hours identified as the maximum hours that can be earned towards a clinical education experience for the respective semester. For example, a first-year student assigned to a clinical education experience with a preceptor that provides clinical care to a Division I baseball team, may voluntarily choose to continue with the clinical education experience in post-season, which extends beyond the spring semester academic calendar. The combination of clinical education hours obtained in the spring semester plus the additional clinical education hours accrued in post-season play must not exceed the maximum hours requirement, which is the maximum number of hours that a first-year student in the spring semester may earn. The minimum clinical education hours required for each semester should be earned by the time that clinical education hours are due on the last date of the semester.

Clinical Paperwork Policy - Students

As part of clinical education requirements, students are expected to keep and maintain required paperwork on file with the program and/or virtually via Typhon. Failure of the student to

complete or to maintain current paperwork could result in the removal of a student from a clinical site until the paperwork is up to date. This paperwork includes, but is not limited to:

- Technical Standards Form
- Proof of current vaccinations and Hepatitis B form
- Proof of BBP Training (yearly)
- Proof of HIPAA and Privacy Training
- Proof of current, appropriate Emergency Cardiac Care Card (ex CPR for the Professional Rescuer)
- Background Check
- Drug Screen
- Hours logs
- Patient case encounters
- Clinical site orientation form (from each clinical site)
- Evaluations of preceptors and clinical sites

Alterations to the Clinical Instruction Plan

It is understandable that in addition to the mandated relief day, some students may need more than one day off from their clinical site within a given week. Depending on the student's course load and personal circumstances, additional relief may be granted. This could be done by the Clinical Education Coordinator (CEC) based on individual needs in the short term, however long term or formal accommodations to the clinical instruction plan must be determined with the Center for Educational Access (CEA).

Transportation to Clinical Sites

Students are responsible for their own transportation to and from their clinical experiences. On-campus assignments are typically at sites on the campus university bus (Razorback Transit) loop and within walking distance from the HPER building. Students will have at least one off-campus clinical experience in the M.AT. Program and must have reliable transportation to reach the clinical site. Students may be asked to drive up to a 30-mile radius from campus to reach a clinical education placement.

Transportation of Student Athletes to Medical Appointments Policy

Students admitted to the M.AT. Program at the University of Arkansas may not utilize their personal vehicle or any other student's vehicle to transport student athletes to medical appointments. However, following approval from the Athletic Departments, the athletic training student may utilize a university owned vehicle to transport a student athlete to medical appointments.

Personal Appearance

All athletic training students must practice good hygiene and be concerned with personal appearance. Final decisions on appropriateness of attire and personal appearance at clinical experiences are determined by preceptors. The following are guidelines for appropriate professional appearance in a healthcare setting:

1. Hair should be kept neat and out of the face.
2. Facial hair should be kept neat and trimmed.
3. Use discretion to avoid being socially offensive with hair-style, make-up, perfume, cologne, and jewelry.
4. Neat clothing is to be worn in the athletic training facilities. No jeans or excessively torn or worn pants; shirts are to be clean and without stains or holes. An appropriate

example: University of Arkansas polo shirt with pants or shorts, unless the clinical experience provides clothing to wear.

5. All shirts should be tucked into the pants or shorts at all times.
6. Hats worn in the athletic training facilities must be worn forward.
Closed-toed shoes are appropriate for all clinical sites. Students should not wear sandals or slip on shoes, or be barefoot, in athletic training facilities.

Professional Confidentiality

Patient confidentiality is of utmost importance, particularly in athletics where the press is a constant presence. At no time should that confidentiality be breached in accordance with HIPAA and FERPA. To this end, the student should not discuss confidential athlete/patient information to anyone (including the press, professional scouts, roommates, parents, significant other, etc) other than their preceptor and overseeing physicians without the permission of the patient /athlete. While in the clinical experience, a student may be in a situation where a member of the press asks them to provide information about an athlete. In dealing with members of the press, 1) always be polite, 2) refer them to a preceptor without providing any information. Likewise, all records are confidential and should never be removed from the clinical site without permission of the preceptor.

Any information about an athlete's medical condition or treatment that you may acquire in locker rooms, athletic training rooms, physician's offices or otherwise is considered confidential, and to be discussed only when necessary with appropriate healthcare personnel, or as appropriate with a family member in the case of a minor. The unique opportunity the student has to observe and participate in clinical experiences can and will be terminated if the student violates this confidentiality. Furthermore, the professional rapport a student establishes with athletes, coaches, and physicians is jeopardized by the student's lack of discretion and violation of this ethical conduct. This confidentiality is of utmost importance at all clinical experience, regardless of setting.

Personal and Social Conduct while Travelling for Clinical Experience

When traveling with an athletic team, the student is to conduct him/herself by the rules that the preceptor of the assigned team has established, and in accordance with the ethical standards of the National Athletic Trainers' Association (See NATA Code of Ethics in Appendix G).

Social Media Utilization

Social media offers an opportunity to socialize with sports medicine professionals and be an active participant in a global healthcare network. It also may provide an opportunity to exhibit unprofessional and/or unethical behaviors and relationships, which are not supported by the M.AT. Program. The student is expected to use social media in a way that upholds the concept of professionalism, refrains from discussing specific health-related issues of patients, avoids social media-based communication with current preceptors and athletes, and avoids posting (pictures or text) about the current clinical experience.

Maintaining Professional Relationships

Relationships with Patients

The student should conduct her/himself in a professional manner at all times. At no time should they engage in conduct that would undermine their patients' confidence or cause a conflict of interest in their patients' care. The M.AT. Program strongly prohibits fraternizing with any patient either within their clinical experience, or another clinical experience. A student that has a standing relationship with a potential patient should discuss this with the Clinical Education

Coordinator with significant time prior to the clinical experience to determine a course of action. A student in violation of fraternizing with a patient may be dismissed from their clinical experience, which results in a failure of the didactic course.

Relationships with Coaches

It is important that students develop professional relationships with the coaches of teams with which they work. The student should discuss how to handle coaches' questions with the preceptor. Generally, student interactions with coaches should increase with their clinical experience. Occasionally such interactions can present difficulties. If a student has difficulty with a coach or athlete, he/she should make this known to the preceptor immediately, and alert the CEC as needed. Most problems can be easily resolved if approached early. Delaying dealing with a problem makes it more difficult to resolve. The M.AT. Program discourages fraternizing with coaches either within the student's clinical experience, or another clinical experience.

Relationships with other Medical Professionals

Students should exhibit professional behavior when interacting with physicians, preceptors, and other healthcare professionals. These interactions are very important to the clinical education of the student and are to be actively sought out. Students are encouraged to ask questions when appropriate and to use appropriate professional jargon. Avoid using laymen's terms with healthcare professionals. The M.AT. Program discourages fraternizing with preceptors and other healthcare professionals either within the student's clinical experience, or another clinical experience.

Differences of Opinion

It is foreseeable that a student may have differences of opinion with other students or preceptors regarding patient care. In such cases, students are encouraged to discuss the difference privately, and when appropriate, with the other person (i.e. preceptor). Never argue in the presence of the patient – it only serves to undermine the patient's confidence in the student and the other person. The student or preceptor should include the CEC in the discussion if the difference of opinion about patient care or other topics undermines the educational experience of the student.

Extra Compensation Policy

The purpose of clinical education is to provide students with supervised and guided patient care experience in athletic training. Students may earn compensation through a supervised clinical experience. However, the ability to be compensated must be clearly delineated and an equitable opportunity for applicants.

Appendix A: Immunization and Hepatitis B Vaccine Form

Students within the Master of Athletic Training Students must provide evidence of immunization for mumps, measles, and rubella to the University of Arkansas. Students must provide evidence of immunization for mumps, measles and rubella to the university. Students are required to upload, fax or bring those records in person to the Pat Walker Health Center as detailed at its [Allergy, Immunizations & Travel Clinic page](#), which also has an Immunization Compliance form. Also, evidence of Hepatitis B Immunization Series or a waiver (PDF) are required by the program. Students are also highly encouraged to obtain a yearly influenza immunization while in the 2-year program.

For students that have received the hepatitis B vaccine: *Please provide proof of the three-dose immunization against Hepatitis B or a positive antibody titer test by uploading these documents to your designated box. In addition, check that you understand and agree with the following two statements.*

- I have already received the hepatitis B vaccination series.*
- I understand I have the option if I have received the Hepatitis vaccination to receive a Hepatitis B titer (\$20.00) to ensure that I have the optimal antibodies against a Hepatitis B infection. Also, if antibodies are below optimal level I can receive a Hepatitis B vaccination booster (\$60.00). Both are offered at the Pat Walker Health Center and are billable to personal insurance.*

For students that have not received the hepatitis B vaccine: *Check that you understand and the following statements.*

- I understand that due to my occupational/clinical education exposure to blood or other potentially infectious materials (OPIM), I may be at risk of acquiring hepatitis B virus (HBV) infection.*
- I also understand that I can be vaccinated with the hepatitis B vaccine offered at the University of Arkansas Pat Walker Health Center at a cost of \$70.00 and is billable to personal insurance.*
- 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 at the Pat Walker Health Center.*

Appendix B: Substance Abuse and Drug Screening Policy

The University of Arkansas Master of Athletic Training (M.AT.) Program recognizes its responsibility to provide a healthy environment where students may learn and prepare themselves to become productive clinicians within the athletic training profession. In the profession of athletic training, there are codes and standards for conduct by which all members of the profession are expected to function. Such codes are established by the [National Athletic Trainer's Association](#) (NATA). Thus, when engaged in educational or personal activities, whether on or off campus or in the clinical education setting, athletic trainers and students are expected to be free from the influence of chemical substances/drugs.

1. **Illegal Drugs:** For the purposes of this policy, 'illegal drugs' refers to the illegal use of controlled or illegal (i.e. prohibited) substances. It does not mean prescription drugs that are lawfully being taken by a student following a prescription by a licensed healthcare professional; the student must be under the direct medical care of the licensed health care professional. Although medical marijuana (prescribed for specific medical conditions) is legal for recreational use in many states, marijuana is a Schedule 1 substance under federal law and continues to be considered an illegal substance in the state of Arkansas, and thus, for purposes of this policy.
2. Students who are taking any substance that may impair judgment (including, but not limited to, prescription medications) may not be able to meet the M.AT. technical standards, and therefore, may not be suitable for a M.AT. clinical education assignment where patient safety is the utmost concern.
3. Students are responsible for coming to class and their clinical education site mentally alert and physically capable to care for patients. The M.AT. faculty and preceptors have the responsibility to intervene when patient safety or clinical education performance are compromised by a student who is impaired.
4. The generic meaning of the term "drug" is broadly defined as any chemical substance which affects living systems. For the purposes of this policy, substances and/or drugs are used interchangeably and defined as socially unacceptable use of drugs or other chemical substances for non-therapeutic purposes. The substance alcohol, (ethanol) by its properties and actions, is a drug and is used as such in this policy.
5. All first-year students will complete a drug screen by May 1st prior to starting the M.AT. Program. Additional drug screens may be required of any student at random times throughout their time in the program. The cost of the drug screen will be incurred by M.AT. course fees. A 11-panel drug screen (including screening for amphetamines, barbiturates, benzodiazepines, cocaine, marijuana, methadone, methaqualone, opiate, phencyclidine, nicotine and propoxyphene) will be assessed.

Results of the drug screen will be sent to the M.AT. Program Director and/or other authorized individuals. Confirmation of a positive drug screen, except nicotine, will result in immediate dismissal of the student from the M.AT. with no possibility of reinstatement. M.AT. Program students must refrain from using nicotine products on nicotine-free campuses/clinics. Students with a positive nicotine test may not be placed with clinical sites that require employees and interns to refrain from nicotine use.

6. Student failure to submit to a drug screen, attempting to tamper with, contaminate, or switch a sample will result in automatic dismissal from the M.AT. Program and will be reported to the

Dean of Students and/or the Office of Academic Integrity in the Division of Student Affairs at the University of Arkansas.

Appendix C: Technical Standards Policy

The Master of Athletic Training (M.A.T.) Program in the Department of Health, Human Performance, and Recreation at the University of Arkansas 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 M.A.T. Program establishes the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and abilities of an entry-level athletic trainer as well as meet the expectations of the M.A.T. Program's accrediting agency, the Commission on Accreditation of Athletic Training Education Programs (CAATE).

The following abilities and expectations must be met by all students conditionally admitted to the M.A.T. Program, with or without reasonable accommodation. Per CAATE requirements, each program must create, share, and verify the program's technical standards with students. To be enrolled or maintain enrollment in the M.A.T. Program students must demonstrate:

1. The capacity to work in a fast-paced environment to assimilate, analyze, integrate concepts and problem solve to formulate assessment and therapeutic judgements, and to be able to distinguish deviations from the norm.
2. Sufficient sensory function, neuromuscular control, and coordination to perform physical examination procedures using acceptable techniques in a safe, effective, and accurate manner. This includes sufficient observation function, visual perception, tactile skills, and motor skills.
3. Sufficient motor coordination to safely, accurately and efficiently use or apply equipment and materials required during the assessment and treatment of patients in a fast-paced environment.
4. The student is free of any conditions causing frequent or persistent absences; has sufficient energy to complete tasks promptly and not fall behind with the tasks to be performed; is able to cope with the demands of the program and solves problems appropriately.
5. The ability to relate effectively with patients, colleagues, and stakeholders to establish culturally responsive, sensitive, and professional relationships.
6. The ability to communicate with patients, colleagues, and stakeholders with sensitivity, accuracy, clarity, and efficiency.
7. The ability to display the requisite skills and judgment to provide safe, timely, effective, efficient, and patient-centered care.
8. The ability to maintain composure and continue to function well during periods of high stress.
9. The ability to accept criticism and respond by appropriate modification of behavior.
10. The ability to participate cooperatively in group enterprises and contributes constructively to the group objective
11. Flexibility and the ability to adapt to changing situations and uncertainty in learning environments.
12. Perseverance, diligence, and consistency to complete the athletic training degree curriculum as outlined and sequenced.

If a student requires a reasonable accommodation to meet these standards in any course, the request for accommodations should be made through the University of Arkansas Center for Educational Access (CEA) at cea.uark.edu to determine what reasonable accommodations may be available if needed. Reasonable accommodations refer to ways in which the university can assist students with approved accommodations to accomplish these tasks (e.g., providing extra time to complete an examination).

Students who may need accommodations for clinical education experiences should initiate the request through CEA. The Program Director and Clinical Education Coordinator will follow policies set forth by CEA. When the student requests accommodations through the CEA, the student acknowledges that the Program Director and Clinical Education Coordinator will be notified of the requested accommodations. The Program Director and Clinical Education Coordinator will collaborate with the preceptor to put in place all approved reasonable accommodations at each separate clinical education site. Reasonable accommodations for clinical education cannot negatively influence care provided to clients/patients.

Appendix D: Background Check Policy

The purpose of the University of Arkansas Master of Athletic Training (M.A.T.) Program Background Check Policy is to provide transparency to students regarding the procedures for completing a background check and the implications of the results on the student's progression through the program.

Each candidate must complete a [background check](#) through the Office of Teacher Education within 2 weeks of starting courses in the University of Arkansas M.A.T. Program. Students can choose to complete the background check prior to arrival at the University of Arkansas. If a student is interested in completing a background check early, please notify the Program Director to be informed of procedures to receive a hard copy of a fingerprinting card from the Office of Teacher Education. Please note that the process to complete fingerprinting procedures for out-of-state students may take up to 8 weeks to process.

At the time of this policy being created, the criminal background check costs \$49.25. All expenses incurred by the completion of the following are the responsibility of the student.

- Go to <https://ofplivescan.acuityscheduling.com/schedule.php> and complete STEPS 1, 2 and 3.
- Schedule a LiveScan Fingerprinting appointment on the bottom of the page and bring the requisite items to your appointment (outlined on webpage)
- Fingerprinting appointments are in 30-minute increments and are located in

Once the Arkansas background check is completed, the Program Director will verify that the background check on this web site: <https://adeaels.arkansas.gov/AelsWeb/Search.aspxh>. After the initial background check, students are required to report any *new* felony or misdemeanor convictions or pending charges to the program director. An additional background check, at the student's expense, may be required at any point during a student's enrollment in the program. Clinical preceptors can search a student's results and/or be informed of new convictions or pending charges. Here is a list of [disqualifying offenses](#) for employment in Arkansas Public Schools.

- These disqualifying offenses may limit a student in completing a secondary school clinical education rotation required by the University of Arkansas M.A.T. Program, which will affect a student's progression in the program. A disqualifying result will mean that a student will not be placed at a clinical education rotation required within the M.A.T. Program Clinical Education Plan to complete the program, thus the student may be dismissed from the program.

In addition, students applying for the BOC examination are required to report any felony or misdemeanor convictions or pending charges within the BOC application. During the application process, candidates must upload a written explanation, in their own words, of the events that led to the conviction(s), upload a copy of court documents(s), including, but not limited to, an arrest report, sentence recommendation, compliance of all court requirements and proof of payment of all related fines. The BOC Professional Practice and Discipline Committee reviews all convictions. Candidates are notified in writing of the committee's decision. Review the ["Professional Practice and Disciplinary Guidelines and Procedures"](#) for details. Candidates who are granted eligibility to sit for the BOC exam should review their state's practice act prior to sitting for the BOC exam. Their conviction(s) could affect their ability to obtain licensure in that state.

Appendix E: Blood Borne Pathogen Policy and Incident Report Form

Potentially Infectious Material Exposure Plan

Management of a student BBP exposure:

Following the initial first aid (flush and clean the wound with antimicrobial soap and apply dressing, flush eyes or other mucous membrane, etc.), the following activities will be completed within 72 hours:

1. Document the routes of exposure and how the exposure occurred on an incident report for the clinical site with a copy of the report (complete with the appropriate signatures) and submit it to the program director of the M.AT. PROGAM.
2. Fill out a M.AT. PROGAM BBP/Injury incident report and submit to the M.AT. PROGAM program director. Incident report form is located in the M.AT. PROGAM policy and procedure manual in Appendix A.
3. Assessment of the student's risk status with treatment and follow-up is required. If the clinical agency has an emergency service department with a physician available, the student is required to be evaluated by the physician at that time. If the clinical agency does not offer this service, the student is required to be evaluated by a physician at the University of Arkansas Pat Walker Health Center (PWHC). A report of the attending physician's assessment of the student's status and/or recommended treatment must be submitted to the M.AT. PROGAM program director.
4. Identification of the source patient and subsequent risk appraisal should be included in the report.
5. Expenses for the assessment and treatment will be borne by the student.
6. The injured student should discuss his/her medical history and status with one of the PWHC clinicians.
7. A history of documented Hepatitis B infection or completion of Heptavax or equivalent immunization should render the student immune to Hepatitis B, although assessment of immune status may be needed (e.g., incomplete Heptavax series or intragluteal injection).
8. An individual who is HIV antibody positive or a low risk individual known to be HIV negative requires no immediate testing.
9. A student with unknown HIV status and no history of Hepatitis B infection or immunization may need baseline HIV antibody or Hepatitis B Surface Antigen (HBSA) testing (see specific instructions below).
10. If the source patient cannot be identified, or if he/she refuses evaluation and is of unknown risk status for HIV and Hepatitis B infection:
 - a) The student, if not immune to Hepatitis B, should receive a single dose of Hepatitis B Immune Globulin (HBIG), 0.06 cc/kg, as soon as possible after exposure. Heptavax immunization should also be initiated (with consent) within seven days of exposure; 1 cc in the deltoid muscle, booster doses should follow after one month and six months.

Students who do not receive Heptavax should receive a second dose of HBIG after one month.

- b) If the student's HIV antibody status is unknown, a baseline HIV antibody test should be done and, assuming negativity, repeated at six to eight weeks and at six months.
- c) The student should inquire about relevant symptoms of HIV and Hepatitis B infections, and should notify the M.AT. PROGAM program director or the PWHC clinician if clinical problems occur. Counseling may be needed for emotional reactions, and education for reducing risk of transmitting a potential infection.

11. If the source patient is identified and consents to evaluation:

- a) If the source patient is known to be immune to Hepatitis B, the student may be reassured (if not immune).
- b) If the source patient is not immune to Hepatitis B, he/she should have an HBSA test; negative, the student may be reassured if he/she is not immune; if positive, and if the student is not immune, treatment should be initiated within seven days (see 3a above).
- c) If the patient is considered low risk for HIV infection or is known to be HIV negative he/she may not need to be tested; the student should be texted only if anxious.
- d) If the patient is of high or uncertain risk for HIV infection, an HIV antibody test should be done and repeated in six to eight weeks and in six months. The student should also be tested as in 3b above.
- e) If the patient is known to be HIV antibody positive, the student should be counseled and tested as indicated in 2b and 3b above.
- f) If the patient is acutely ill, other prophylactic or follow-up measures should be done as appropriate.
- g) Counseling, education, and follow-up are encouraged. Expenses for follow-up treatment will be the responsibility of the student.

Note: These Guidelines were developed by Federal OSHA guidelines. The initial statements as to the management of the exposure have been adapted to meet the requirements of the M.AT. PROGAM. The references to "employees" in the original guidelines were changed to "student" in this version.

**Master of Athletic Training Program
Injury or Blood Borne Pathogen
INCIDENT REPORT FORM**

Student Name: _____ **UA ID #:** _____

Local Address: _____ **Phone:** _____

Home Address: _____

Time Accident Occurred: _____ a.m. / _____ p.m. **Date:** _____

Place of Accident: _____ **Number of People Involved:** _____

PART OF BODY INJURED

DESCRIPTION OF THE ACCIDENT

Abdomen	Foot
Ankle	Hand
Arm	Head
Chest	Knee
Ear	Leg
Elbow	Mouth
Eye	Nose
Face	Tooth
Finger	Wrist
Other (specify):	

How did the accident happen? What was the student doing?

Student Signature

NATURE OF INJURY (check all the apply)

DEGREE OF INJURY

Abrasion	Laceration
Bite	Needle Stick
Bruise	Poisoning
Concussion	Puncture
Cut	Scratches
Dislocation	Shock (el.)
Fracture	Sprain
Other (specify):	

Non-Disability
Temporary Disability
Permanent Impairment
Death

Type of Exposure: (percutaneous, mucus membrane, skin, etc.?)

Source material risk: Increased _____ Lower _____ (tears, saliva, sweat, urine)

Received Hepatitis B vaccine prior to exposure? YES ___ NO ___ UNKNOWN ___

Faculty/Preceptor in charge when accident occurred: _____

Present at scene of accident: YES ___ NO _____

<u>IMMEDIATE ACTION TAKEN</u>	<u>NAME</u>
--------------------------------------	--------------------

Appendix F: Communicable Disease Policy

The purpose of the University of Arkansas Master of Athletic Training (M.AT.) Program Communicable Disease Policy is to protect the health and safety of the students enrolled in the M.AT.. The M.AT. Program recognizes the importance of minimizing the exposure of athletes or patients in a clinical setting to communicable diseases. Therefore, it is recommended that athletic training students not report to their clinical site if they have active signs or symptoms of a communicable disease.

This policy is designed to provide athletic training students, preceptors, and athletic training faculty with a plan to assist in the management of students with communicable diseases as defined by the Centers for Disease Control and Prevention (CDC). This policy was developed using the recommendations established by the CDC for health care workers (www.cdc.gov).

The [CDC](http://www.cdc.gov) defines a communicable disease as “an illness caused by an infectious agent or its toxins that occurs through the direct or indirect transmission of the infectious agent or its products from an infected individual or via an animal, vector or the inanimate environment to a susceptible animal or human host”.

In situations where the athletic training student presents with symptoms (listed below) of a possible communicable disease, he/she/they should immediately notify the preceptor they are currently assigned to and either the Athletic Training Clinical Education Coordinator or Program Director of their status. The following link from the CDC outlines a list of communicable conditions and common work restrictions for healthcare professionals ([LINK](#)).

Symptoms can include, but are not limited to:

- Fever (100.4° or greater) or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Athletic training students with a potential communicable illness are recommended to see an appropriate healthcare provider to determine if the illness is actively communicable or if their illness will cause them to miss class and/or clinical education responsibilities. Athletic training students may use their own personal healthcare provider or the University of Arkansas Pat Walker Health Center. The student is responsible for his or her health insurance and is responsible for all related charges. The athletic training student is to follow the recommendations and guidelines of that healthcare provider. The student is not required to provide the program with any protected health information. However, the student should provide the program with the healthcare provider’s recommendations on when they can safely participate in classroom activities. Similarly, the student is also required to provide the program with the healthcare provider’s recommendations for engagement in patient care within clinical education

experiences. In both cases an [Absence from Class or Work Form](#) may be used to indicate the student's status.

If an athletic training student will miss multiple days from their clinical education experience or class, a decision of the student's clinical status will be decided by the Clinical Education Coordinator and Program Director. The University of Arkansas Division of Student Affairs may be consulted and/or a student might be requested to apply for a medical leave. This may result in a reassignment of clinical education responsibilities, a grade of incomplete due to medical reasons for prolonged illnesses, and/or opportunities to make-up lost clinical education experiences. Each decision will be made on a case-by-case basis and will be done in consultation with the student and using medical evidence as a guide.

Appendix G: Professionalism and Professional Responsibility Criteria

1. *A report and professional development plan should be completed for any student who fails to meet one or more of the criteria below during the academic program including a clinical education rotation.*
2. *This report will be reviewed by the appropriate personnel that may include the student's preceptor, faculty, Clinical Education Coordinator, and Program Director. Due process will be observed, appropriate action via a professional development plan will be taken, and the report will be filed in the student's program file. A student that fails to meet the terms of a professional development plan will be subject to possible probation, suspension or removal from the program.*

CRITERION I: PHYSICAL AND MENTAL HEALTH*

Indicator IA: The Student is free of any chronic illness that causes frequent or persistent absences; has sufficient energy to complete tasks promptly and not fall behind with the tasks to be performed.

Indicator IB: The Student is in good mental health and able to cope with demands of the Program and solves problems appropriately. Students should seek appropriate resources proactively and consistently.

CRITERION II. PERSONALITY CHARACTERISTICS

Indicator IIA: The Student is able to interact and relate to others with confidence, is able to initiate and engage in conversation, contribute to or lead discussion, speak before a group, or take a leadership role.

Indicator IIB: The Student participates cooperatively in group enterprises and contributes constructively to the group objective; disagrees courteously, avoids sarcasm, makes constructive suggestions, takes suggestions; accepts constructive criticism; and modifies behavior appropriately.

Indicator IIC: The Student maintains an awareness of the implications which gender characteristics have upon human relationships; avoids situations that offend institutional and community mores.

CRITERION III: RESPONSIBILITY CHARACTERISTICS

Indicator IIIA: The Student meets university, program and clinical education site requirements and deadlines promptly; anticipates needs and problems and plans ahead; adapts to institutional or professional standards and policies.

Indicator IIIB: The Student is on time for class, clinical assignments and appointments; submits assignments and completes requirements at the appointed time; meets program deadlines, arranges ahead of time for unavoidable delays or absences; and does not solicit exceptions for any but very special and legitimate circumstances.

Indicator IIIC: The Student acknowledges his or her own responsibility and culpability, does not attempt to transfer fault or blame to others or to rationalize his or her own inadequate or missing performance.

CRITERION IV: COMMUNICATION SKILLS

Indicator IVA: The Student speaks and writes with clarity, fluency and correctness; makes few grammatical errors; does not overuse colloquialisms or clichés; adjusts the level of formality to the situation; provides a good model of spoken and written English.

CRITERION V: SOCIAL RELATIONSHIPS

Indicator VA: The Student relates easily and appropriately to others; complies with rules and seeks change using established channels; reports problems with university or affiliated clinical site operations with reference to specific evidence and reasonable courtesy.

Indicator VB: The Student relates easily and appropriately to patients and athletes and others responsible to him or her, providing leadership or direction while involving others and listening to and incorporating their desires and concerns.

CRITERION VI: AWARENESS OF PERSONAL RESPONSIBILITIES

Indicator VIA: The Student demonstrates sensitivity to social expectations in varied environments; adapts to expectations for dress, appearance, personal hygiene, and language level; meets social standards of conduct of interpersonal interaction, and of discharging responsibilities without compromising personal integrity; shows consideration for others.

Indicator VIB: The Student takes responsibility for his or her personal appearance, in the appearance of his or her work, and in the order of his or her environments.

CRITERION VII: COMMITMENT TO THE PROFESSION AND PATIENT CARE

Indicator VIIA: The Student has a commitment to athletic training as a career, asserts his or her intention of becoming an athletic trainer, and expresses and demonstrates the desire to be a superior athletic trainer.

Indicator VIIB: The Student understands and complies with precautions and contraindications of patient care delineated by preceptor and within the standards of practice.

Indicator VIIC: The Student demonstrates ethical/legal behavior in the provision of patient care under the supervision of a preceptor.

Indicator VIID: The Student consistently and completely follows policies and procedures set forth by the preceptor at the respective clinical education site.

Indicator VIIE: The Student is patient-centered and culturally competent and interacts with others in a culturally and situational appropriate manner. The student does not engage in overt or micro-aggressions to others based on gender, race, religion, sexual orientation, etc... The program has a zero-tolerance policy for discriminatory acts and students may be removed from a clinical site if such actions are documented. Removal from a clinical site may result in delayed graduation and inability to continue clinical rotations until the concern is remediated.

**Please note that in compliance with the American Disabilities Act (ADA), accommodations are made for students with disabilities. Accommodations outside of the Athletic Training program's technical standards can be requested by students from The University of Arkansas' Center for Educational Access*

University of Arkansas Master of Athletic Training Program Academic Development Review Form & Professional Plan

REVIEW FORM

Student's Name: _____ Date: _____

The concern(s) was observed in which of the following settings:

Check all that apply:

Please specify:

Academic class

Lab section

Clinical education setting

Other:

Nature of the plan? (Check all that apply)

<input type="checkbox"/> I. Cumulative GPA and Academic Progress	<input type="checkbox"/> IV. Professionalism and Professional Responsibility
<input type="checkbox"/> II. Athletic Training Coursework Grade (Clinical and Didactic)	<input type="checkbox"/> V. Clinical Education Hours and Paperwork
<input type="checkbox"/> III. Competencies/Proficiencies in Labs/Clinical Courses	

Directions: Please describe the circumstances that necessitated the development of the professional development plan and the setting(s) in which it was recognized. Attach any additional relevant documentation. (Use additional paper as necessary.)

PROFESSIONAL DEVELOPMENT PLAN MEETING DISCUSSION

Meeting Date: _____

Professional Development Plan Description (include description of required actions/activities and due dates):

Meeting Outcomes:

Student Signature _____ Date _____

Preceptor Signature (if applicable) _____ Date _____

Athletic Training Clinical Education Coordinator Signature _____ Date _____

Athletic Training Program Director Signature _____ Date _____

Appendix H: NATA Code of Ethics

Preamble

The National Athletic Trainers' Association Code of Ethics states the principles of ethical behavior that should be followed in the practice of athletic training. It is intended to establish and maintain high standards and professionalism for the athletic training profession. The principles do not cover every situation encountered by the practicing athletic trainer, but are representative of the spirit with which athletic trainers should make decisions. The principles are written generally; the circumstances of a situation will determine the interpretation and application of a given principle and of the Code as a whole. When a conflict exists between the Code and the law, the law prevails.

1. MEMBERS SHALL PRACTICE WITH COMPASSION, RESPECTING THE RIGHTS, WELFARE, AND DIGNITY OF OTHERS
 - 1.1 Members shall render quality patient care regardless of the patient's race, religion, age, sex, ethnic or national origin, disability, health status, socioeconomic status, sexual orientation, or gender identity.
 - 1.2. Member's duty to the patient is the first concern, and therefore members are obligated to place the welfare and long-term well-being of their patient above other groups and their own self-interest, to provide competent care in all decisions, and advocate for the best medical interest and safety of their patient at all times as delineated by professional statements and best practices.
 - 1.3. Members shall preserve the confidentiality of privileged information and shall not release or otherwise publish in any form, including social media, such information to a third party not involved in the patient's care without a release unless required by law.
2. MEMBERS SHALL COMPLY WITH THE LAWS AND REGULATIONS GOVERNING THE PRACTICE OF ATHLETIC TRAINING, NATIONAL ATHLETIC TRAINERS' ASSOCIATION (NATA) MEMBERSHIP STANDARDS, AND THE NATA CODE OF ETHICS
 - 2.1. Members shall comply with applicable local, state, federal laws, and any state athletic training practice acts.
 - 2.2. Members shall understand and uphold all NATA Standards and the Code of Ethics.
 - 2.3. Members shall refrain from, and report illegal or unethical practices related to athletic training.
 - 2.4. Members shall cooperate in ethics investigations by the NATA, state professional licensing/regulatory boards, or other professional agencies governing the athletic training profession. Failure to fully cooperate in an ethics investigation is an ethical violation.
 - 2.5. Members must not file, or encourage others to file, a frivolous ethics complaint with any organization or entity governing the athletic training profession such that the complaint is unfounded or willfully ignore facts that would disprove the allegation(s) in the complaint.
 - 2.6. Members shall refrain from substance and alcohol abuse. For any member involved in an ethics proceeding with NATA and who, as part of that proceeding is seeking rehabilitation for substance or alcohol dependency, documentation of the completion of rehabilitation must be provided to the NATA Committee on Professional Ethics as a requisite to complete a NATA membership reinstatement or suspension process.

3. MEMBERS SHALL MAINTAIN AND PROMOTE HIGH STANDARDS IN THEIR PROVISION OF SERVICES
 - 3.1. Members shall not misrepresent, 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 through education or experience and which are allowed by the applicable state athletic training practice acts and other applicable regulations for athletic trainers.
 - 3.3. Members shall provide services, make referrals, and seek compensation only for those services that are necessary and are in the best interest of the patient as delineated by professional statements and best practices.
 - 3.4. Members shall recognize the need for continuing education and participate in educational activities that enhance their skills and knowledge and shall complete such educational requirements necessary to continue to qualify as athletic trainers under the applicable state athletic training practice acts.
 - 3.5. Members shall educate those whom they supervise in the practice of athletic training about the Code of Ethics and stress the importance of adherence.
 - 3.6. Members who are researchers or educators must maintain and promote ethical conduct in research and educational activities.
4. MEMBERS SHALL NOT ENGAGE IN CONDUCT THAT COULD BE CONSTRUED AS A CONFLICT OF INTEREST, REFLECTS NEGATIVELY ON THE ATHLETIC TRAINING PROFESSION, OR JEOPARDIZES A PATIENT'S HEALTH AND WELL-BEING.
 - 4.1. Members should conduct themselves personally and professionally in a manner that does not compromise their professional responsibilities or the practice of athletic training.
 - 4.2. All NATA members, whether current or past, shall not use the NATA logo in the endorsement of products or services, or exploit their affiliation with the NATA in a manner that reflects badly upon the profession.
 - 4.3. Members shall not place financial gain above the patient's welfare and shall not participate in any arrangement that exploits the patient.
 - 4.4. Members shall not, through direct or indirect means, use information obtained in the course of the practice of athletic training to try and influence the score or outcome of an athletic event, or attempt to induce financial gain through gambling.
 - 4.5. Members shall not provide or publish false or misleading information, photography, or any other communications in any media format, including on any social media platform, related to athletic training that negatively reflects the profession, other members of the NATA, NATA officers, and the NATA office.