

**DEPARTMENT OF  
HEALTH, HUMAN PERFORMANCE, AND RECREATION**

**GRADUATE ATHLETIC TRAINING  
PROGRAM**

**POLICY AND PROCEDURE  
MANUAL**

**UNIVERSITY OF ARKANSAS**

**May 2017**

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## FOREWARD

The Graduate Athletic training program (GATP) at the University of Arkansas is offered by the Department of Health, Human Performance, and Recreation (HHPR). The degree is termed a Master of Athletic Training. The Graduate Athletic training program GATP is designed to prepare students for a career in athletic training. This manual was prepared to inform students in the GATP Athletic training 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 in order to maintain compliance with University and accreditation requirements. Therefore, the athletic training education faculty within the Department of HHPR reserve faculty within the Department of 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 can be located in this manual, the athletic training web site, and the University of Arkansas Graduate Catalog.

### **Harassment Policy and Non-Discriminatory Statement**

It is the policy of the University of Arkansas to provide an educational and work environment in which thought, creativity, and growth are stimulated, and in which individuals are free to realize their full potential. The university should be a place of work and study for students, faculty, and staff, which is free of all forms of sexual intimidation and exploitation. Therefore, it is the policy of the University of Arkansas to prohibit sexual harassment of its students, faculty, and staff and to make every effort to eliminate sexual harassment in the university.

The university's prohibition of sexual harassment applies to members of the university community, to visitors to the campus, and to contractors and others who do business with the university or who use university facilities. The policy prohibiting sexual harassment applies regardless of the gender of the harasser or of the person being harassed. The policy applies to sexual harassment that takes place in any relationship, including both those involving a power differential and those between peers, colleagues, and co-workers. The university policy prohibits sexual harassment between or among students, faculty, staff, and others visiting or conducting official business on campus, and in all areas of the university's work and educational environments.

Sexual harassment of employees is a form of sex discrimination prohibited by Title VII of the Civil Rights Act of 1964. Sexual harassment of students is a violation of Title IX of the Education Amendments of 1972. These laws apply to both the university and to individuals. Those who engage in sexual harassment may be subject to legal consequences, including civil and criminal penalties and monetary damages.

Sexual harassment subverts the mission of the university and threatens the careers, educational experience, and well-being of students, faculty, staff, and visitors to the campus. In both obvious and subtle ways, sexual harassment is destructive to individual students, faculty, staff, and the academic community as a whole. Sexual harassment blurs the boundary between professional and personal relationships by introducing a conflicting personal element into what should be a professional situation. When, through fear of reprisal, a student, staff member, or faculty member submits or is pressured to submit to unwanted sexual attention, the university's ability to carry out its mission is seriously undermined.

Sexual harassment is especially destructive when it threatens relationships between teachers and students or supervisors and subordinates. Through control over grades, salary decisions, changes

in duties or workloads, recommendations for graduate study, promotion, and the like, a teacher or supervisor can have a decisive influence on a student's, staff member's, or faculty member's career at the university and beyond. Sexual harassment in such situations constitutes an abuse of the power inherent in a faculty member's or supervisor's position.

## Definitions

Sexual harassment as defined by the U.S. Equal Employment Opportunity Commission and adapted to the academic environment consists of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or written communication of a sexual nature, regardless of where such conduct might occur, when:

- I. submission to the conduct is made either implicitly or explicitly a term or condition of an individual's employment with the university or of an individual's academic status or advancement in a university program, course, or activity;
- II. submission to or rejection of the conduct by an individual is used as the basis for employment or academic decisions affecting that individual; and/or
- III. the conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or learning environment.

Sexual harassment is distinguished from voluntary sexual relationships in that it introduces such elements as coercion, threat, unwanted sexual attention, and/or promises of academic or professional rewards in exchange for sexual favors. Sexual harassment is *unwelcome* behavior. Behavior that the courts have found to constitute sexual harassment is usually repeated or continues even after the individual makes it clear that it is unwanted.

Sexual harassment is often divided into two categories: (1) *quid pro quo* harassment and (2) harassment resulting from a hostile or abusive environment.

*Quid pro quo* harassment involves an explicit or implied exchange; that is, the granting or denial of a benefit or privilege in exchange for sexual considerations. The harasser uses submission to or rejection of the offensive conduct as the basis for decisions such as employment, promotion, transfer, selection for training, performance evaluation, or the basis for academic evaluation or recommendations.

Court decisions have established that a hostile or abusive working or learning environment may also constitute sexual harassment. While the exact definitions and limits of a hostile or abusive environment continue to be delineated by the courts, case law indicates that such an environment exists when the workplace or educational environment is permeated by discriminatory intimidation, insults, and ridicule, such as sexual innuendos, uninvited sexual advances, sexually suggestive or discriminatory remarks, sexually suggestive or offensive signs, graffiti, or pictures, the use of sexually crude and vulgar language, etc. The U.S. Supreme Court has held that, to constitute sexual harassment, the offensive conduct must be sufficiently severe and pervasive that a reasonable person would find the conditions of the working or learning environment to have been adversely affected. The employee or student must also subjectively perceive the environment to be hostile or abusive. However, it is not necessary that an employee's or student's psychological well being be seriously affected or that she or he suffer injury for a discriminatorily

hostile or abusive environment to exist. One utterance of an offensive epithet does not by itself constitute sexual harassment. The Supreme Court has indicated that whether an environment is hostile or abusive can be determined only by looking at all the circumstances, which may include the frequency of the discriminatory conduct; its severity; whether it is physically threatening or humiliating, or a mere offensive utterance; and whether it unreasonably interferes with an employee's work performance or a student's learning.

Examples of behavior that may constitute sexual harassment are included in Appendix A.

## Appendix A

The following are some examples of behavior that the courts have found to constitute either *quid pro quo* or hostile atmosphere sexual harassment. The list is not inclusive; other behaviors not included on the list may be sexual harassment. And most of the behaviors listed, *if they are welcome by the person at whom they are directed*, would not be sexual harassment. An important distinction is that sexual harassment must be unwelcome.

Sexual harassment can take many forms. Most sexual harassment falls into three categories: verbal, physical, and written or visual.

Verbal sexual harassment may include, but is not limited to:

- sexual innuendoes, comments, and suggestive remarks about clothing, a person's body, or sexual activities;
- suggestive or insulting sounds;
- whistling in a suggestive manner;
- humor and jokes about sex;
- sexual propositions, invitations, or other pressure for sex; and
- implied or overt threats.

In most cases, a single offensive epithet would not constitute sexual harassment.

Physical sexual harassment may include, but is not limited to:

- patting, pinching, feeling, or any other intentional inappropriate touching;
- brushing against the body;
- making obscene or offensive gestures;
- attempted or actual kissing or fondling;
- coerced sexual intercourse; and
- assault. (See the University of Arkansas Sexual Assault Policy)

Written or visual sexual harassment may occur when the following types of materials are directed to a specific individual or when people cannot reasonably avoid seeing them (the list is not inclusive):

- pictures or drawings of a sexual nature;
- sexually derogatory pin ups, posters, cartoons, magazines, or calendars;
- messages, words, comments, rhymes, or other writing of a sexually derogatory or suggestive nature.

## **Athletic training program personnel**

### **Department Administration:**

**HHPR Department Head, Matthew Ganio, PhD**

**HHPR Graduate Coordinator, Steve Ditmore, PhD**

### **Athletic training program Faculty:**

**Jeffrey A. Bonacci, DA, ATC, LAT – Program Director, Clinical Associate Professor**

**Brendon McDermott, PhD, ATC, LAT- Co-Clinical-Coordinator, Associate Professor**

**Lesley W. Vandermark, PhD, ATC, LAT-Co-Clinical Coordinator, Clinical Assistant Professor**

**Al Gordon, MD – Medical Director, Athletic Training Program**

# University of Arkansas

## Athletic training program

### **Mission**

It is the mission of the GATP at the University of Arkansas to be nationally recognized for developing leaders who are clinically competent health care professionals for the physically active.

### **Goals and Objectives**

The GATP will prepare students for an entry-level athletic training position through achievement of the following goals and objectives.

#### **Goal 1**

The GATP is committed to maintaining a CAATE accredited entry-level curriculum that educates students through didactic, laboratory, and practical clinical experiences.

- The curriculum will be presented in an organized, sequential, and cumulative manner such that students will learn, develop, and refine their knowledge and clinical skills across the entire program.
- Each didactic laboratory course will be based on, and defined by, the specific educational competencies and clinical proficiencies enumerated in the CAATE Athletic Training Educational Competencies.
- Students are effectively applying the education competencies and proficiencies covered within the corresponding semester's coursework.
- Students will receive opportunities for individualized and on-going evaluation of clinical skill proficiency, both within didactic and laboratory courses, as well as during clinical experiences each semester under the supervision of Clinical Preceptors.
- The GATP curriculum will prepare students to sit for the Board of Certification (BOC) Exam.

#### **Goal 2**

Students will gain an appreciation for the influence and importance of scholarly and scientific inquiry.

- All courses within the GATP Program of Study will promote the development of critical thinking and evaluation skills through the integration of scholarly research.
- Attendance at a minimum 30 registrants at research based conferences.

### Goal 3

The GATP will provide exposures to a diverse number of clinical professionals and experiences

- Students will receive exposure to individual and team sports, sports requiring protective equipment, patients of different sexes, and non-sport patient populations.
- Students will be exposed to a minimum 8 different health care providers who are not certified athletic trainers.

### Goal 4

The GATP will promote personal and professional development

- Students will be **REQUIRED** to become members of the National Athletic Trainers Association (NATA) and encouraged to become members of other pertinent organizations (i.e., American College of Sports Medicine (ACSM)).
- Students will be exposed to professionally pertinent topics and issues through guest speakers from a variety of health care professions.
- Students will be encouraged to attend seminars, workshops, and conferences.

### Goal 5

The GATP will be evaluated on an on-going basis to ensure the maintenance of high standards and program improvement

- Program evaluations by current students, recent graduates (1 year post graduation), will be conducted annually.
- Students will evaluate academic courses and instructors each semester.
- Instructors will be encouraged to attend training sessions and/or seminars that promote improvement in instructional methods, course content and integration of technology.
- Program faculty will meet following the annual evaluations to determine prioritized program improvements.

## **Description of the Program**

The GATP at the University of Arkansas has been designed to meet the Commission on Accreditation Athletic Training Education (CAATE) standards and guidelines for instruction in athletic training. Students who are admitted to the GATP will be required to complete clinical experiences as an athletic training student. The GATP provides the student with a variety of clinical and didactic opportunities, including assignments at the collegiate level, high school, and physician's offices.

## **Athletic Training Clinical Instruction Plan**

The purpose of the 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 and state-licensed athletic training preceptor. The goal of the clinical education program is to provide students with the opportunity to put their didactic learning into practice.

## **Selective Admission Policy**

Selection for admission into the GATP is determined every year as prospective students apply. Application may occur after/during the completion of an undergraduate degree, completion of required prerequisite/deficiency courses. The athletic training application, technical standards, and other program requirements can be found on the University of Arkansas Athletic Training Web Site [atep.uark.edu](http://atep.uark.edu) and the University of Arkansas Graduate Catalog. Notification of the application process will be provided in the current University of Arkansas graduate catalog, and advertised at national and regional professional conferences.

## **Admission Requirements/Procedures**

The following are qualifying criteria for admission/procedures:

1. In addition to the general requirements for admission to the Graduate School, the program requires an undergraduate degree in kinesiology or a related field and the following admission standards:
  - A. an overall undergraduate GPA of 3.00 or if the overall undergraduate GPA is between 2.70 and 2.99
  - B. 3.00 GPA on the last 60 hours of undergraduate coursework (excluding student teaching)
  - C. GRE score of 297 to be considered for program admission.

**Note: All applicants are required to submit a GRE score prior to program admission.**

1. Acceptance into the University of Arkansas Graduate School  
Because of national accreditation standards/guidelines, admission into the athletic training program is selective. Therefore, admission to the Graduate School of the University of Arkansas **does not** guarantee admission into the graduate Athletic training program.

3. Students desiring admission must complete the following courses prior to starting course work in the GATP:

HESC 1213 Nutrition in Health\*  
EXSC 2393 Prevention and Care of Athletic Injuries  
EXSC 3153 Exercise Physiology  
EXSC 3353 Mechanics of Human Movement  
BIOL 2213 2211L Human Physiology and Lab  
BIOL 2443/2441L Anatomy and Lab\*

If the above courses were obtained at a college/university other than the University of Arkansas, course syllabi/outlines for courses they are requesting to meet the requirements must be submitted to the Program for approval.

4. A minimum of 150 hours of observation under the direct supervision of a certified and licensed athletic trainer.
5. Three professional letters of recommendation (typical letters come from an instructor and supervising athletic trainer(s) in conjunction with GATP letter of recommendation form) Students who are admitted to the GATP will be required to begin course work during the first summer session.
7. Copy of all un-official transcripts.
8. Completion of GATP online application.
9. A pre-admission physical examination. Once the program director notifies the student that they have been conditionally admitted to the GATP they must complete a physical examination by a board certified (MD, DO) physician in accordance with the GATP technical standards. Once the completed physical examination form (sent in your admission letter) is received (at the predetermined date), full admission status will be granted.
10. Background check. Once the program director notifies the student that they have been conditionally admitted to the GATP they must complete an Arkansas background check. All background check forms will be sent to the student with their conditional admission letter. Once the Arkansas background check is completed on the stated date on the conditional acceptance letter, the program director will verify that the background check on this web site: <https://adeaels.arkansas.gov/AelsWeb/Search.aspx>. Students can verify their background as well with the same website. All expenses incurred with the background check are the student's responsibility.
11. Documentation of a current MMR vaccination submitted to the University of Arkansas Pat Walker Health Center. U of A Graduate school requirement

Following the deadline for applications, the athletic training selection committee, which is comprised of the three athletic training faculty and two preceptors from the University of Arkansas athletic department. Individuals interested in early admissions/acceptance into the GATP must have all application materials submitted between 8/15 and 10/1. This rating is

determined by a weighted scale and written verbal comments in the areas of GPA, work experience, letters of recommendation, and writing ability (essay requirement). Once a determination has been rendered concerning the applicant's desire for admission, a formal letter noting acceptance, denial, or placement on a wait-list will be sent to the applicant. Presently, the GATP accepts 22 students per cohort.

## University of Arkansas GATP Technical Standards

Prior to acceptance into the GATP, each student will be required to verify and sign that they can meet the required technical standards of the University of Arkansas athletic training program or that reasonable accommodations can be made through the Center for Educational Access. If a student states he/she can meet the technical standards with accommodation, then the University of Arkansas's GATP in conjunction with the Center for Educational Access will determine whether it agrees that the student can meet the technical standards with reasonable accommodation. This would include a review of whether the accommodations requested are reasonable, taking into account whether accommodation would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all coursework, clinical experiences and internships deemed essential to graduation.

Reasonable accommodations cannot reduce the rigor of the academic component that can detract from measuring the student's cognitive and psychomotor ability; which require to provide health care to an injured physically active person in a life threatening or non-life threatening situation.

### Technical Standards:

The GATP at the University of Arkansas is a rigorous and intense program that places specific requirements and demands on the enrolled students. 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 athletic training program establishes the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the All students admitted into the athletic training program must meet the following abilities and expectations. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program. Applicants who may not meet these technical standards are encouraged to contact the Program Director, HPER 303. The following are the technical standards:

- A. Candidates must be able to actively learn from observations, demonstrations, and experiments in the basic sciences.
- B. Candidates must be able to learn to analyze, synthesize, solve problems, and reach assessment and therapeutic judgments distinguished from the norm.
- C. Candidates must have sufficient sensory function and coordination to perform appropriate physical examinations using acceptable techniques.
- D. Candidates must be able to relate effectively to athletes and the physically active and to establish sensitive, professional relationships with them.
- E. Candidates are expected to be able to communicate the results of the assessment to the injured or ill exerciser, to responsible officials, to parents or guardians, and to colleagues with accuracy, clarity, and efficiency.
- F. Candidates are expected to learn and perform routine prevention, assessment, emergency care, therapeutic procedures.
- G. Candidates are expected to be able to display good judgment in the assessment and treatment of injured or ill athletes and physically active individuals.
- H. Candidates must be able to learn to respond with precise, quick, and appropriate action in emergency situations.

- I. Candidates are expected to be able to accept criticism and respond by appropriate modification of behavior.
- J. Candidates are expected to possess the perseverance, diligence, and consistency to complete the athletic training degree curriculum as outlined and sequenced, to attempt BOC certification within the year of program completion, and to enter the practice of athletic training.

If at any time during the student's progression through the program it is determined that the student does not meet the technical standards, the student will be eligible for dismissal as determined by the athletic training faculty.

### **University of Arkansas Graduate Athletic Training Program Academic Retention Policy**

All students will be advised regarding their progress through the academic program. Students will be retained and progress to the ensuing semester by meeting the following requirements:

1. Maintain university standards regarding scholastic performance (see ACADEMIC PROBATION POLICY FOR GRADUATE STUDENTS in the graduate catalog).
  - a. Maintain a 2.85 cumulative GPA after a minimum of 15 hours of coursework
  - b. Continued cumulative GPA less than 2.85 may result in academic dismissal as determined by the program faculty and Dean of the Graduate School
  - c. A GPA of 3.0 is required to graduate from the GATP
2. Adhere to all ATP Policies as noted in the Policies and Procedures Manual.
3. Must successfully pass all athletic training program required courses. Successful completion of any athletic training course means a letter grade of B or better with some exceptions noted below in further detail:
  - a. At any time during enrollment in the Graduate ATP, a student may earn a letter grade of C in one (1) athletic training course, with the exception of clinical rotation courses, as noted below. A letter grade of C earned in any concurrent or subsequent courses will result in cessation of program coursework.
  - b. All clinical rotation courses (ATTR 5213, 5223, 5232, 5242, 5262, 5272) must be passed with a letter grade of B or better. Failure to meet this retention requirement in any of the clinical rotation courses will result in re-enrollment and passing of the course with any related or paired coursework (ATTR 5232/ATTR5373; ATTR5242/ATTR5363; ATTR5262/ATTR5463) and will affect the student's progression through the degree program. Clinical rotation courses are only offered annually and are sequential in content, therefore the student will not be allowed to progress with subsequent coursework until passing the failed course (e.g. Cannot take ATTR 5242 unless ATTR 5232 is successfully passed with a letter grade of B or better). It will take the student an additional year to complete the degree program.

- c. Failure to meet this retention requirement in all remaining required athletic training courses will result in re-enrollment and passing of the course, and will affect the student's progression through the degree program. The academic coursework for the courses is sequential in nature therefore a student must successfully pass the course before moving on in their studies. It may take the student an additional year to complete the degree program.
  - d. Failure to meet this retention requirement in two consecutive enrolled semesters will result in permanent dismissal from the Graduate ATP.
1. Enrolled as a full-time student
  2. Successfully complete coursework in the sequence indicated by the program unless approved by GATP Program Director
  3. Abide by the Code of Ethics of the National Athletic Trainers Association
  4. Obtain Hepatitis B vaccination or sign a waiver prior to clinical experiences
  5. Show proof of passing a medical examination based on the University of Arkansas of A technical standards from an approved physician (MD, or DO)
  6. Maintain CPR and First Aid certification
  7. Maintain personal professional liability insurance.
  8. Maintain current immunizations (MMR, diphtheria, and TB)
  9. Maintain NATA membership
  10. Maintain up to date bloodborne pathogens training
  11. Maintain up to date CITI and research compliance training

Failure to meet the above retention standards may result in probation, suspension, or termination from the GATP. See Status in GATP infraction policy on page.

### **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.

## **Student Logistical Procedures**

### **Advising**

Advising is much more than just scheduling. Each student in the GATP is assigned an advisor among the three athletic training faculty. At mid-semester each student will schedule an advising appoint with their advisor to discuss their academic progress.

### **Outside Employment**

The professional component of the curriculum requires students to complete required extensive afternoon, evening, and weekend clinical rotations. These clinical rotations 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 their clinical assignments and required coursework

## **Student Liability Insurance**

All students that are admitted into the GATP must purchase liability insurance providing \$1M/\$3M coverage. Liability student insurance fees are invoiced as a part of the fall semester athletic training clinical course tuition/fees. See the GATP Program Director for contact information.

## **Transportation to Clinical Sites**

Students are responsible for their own transportation to and from their clinical field based assignments. On-campus assignments are typically at sites on the campus university bus (Razorback Transit) loop and in walking distance from the HPER building. Students will have an off-campus clinical assignment at some time during the program, and as such are encourage to have regular access to a vehicle for at least one semester during the program.

## **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.

## **Professional Associations**

Students are required to join the National Athletic Trainers' Association, provide proof of membership, and maintain membership while enrolled in the program. Membership includes three components; national membership, district membership (Southwest Athletic Trainers' Association – NATA District 6), and state membership (Arkansas Athletic Trainers' Association). All three components are included in the NATA membership dues. (\$55 from May 1<sup>st</sup> to December 31<sup>st</sup>. Then each student will be required to renew their membership before January 1<sup>st</sup> for the next two years at a cost of [\$75 each year]). Joining the NATA will automatically enroll you in the ATrack, which is a requirement of the program.

## **Financial Assistance:**

The GATP offers financial assistance to prospective students on an equal basis. Such financial assistance is defined as a scholarship which can be used towards the student's educational expenses. Notification of the scholarship awarded to the student will be determined following the review of all application materials by the GATP scholarship selection committee. In addition, all applicants are encouraged to apply for financial aid through the [University of Arkansas Financial Aid Office](#) and professional organizations. The scholarship does not cover the cost of tuition and fees.

Students that are traditionally underrepresented in Graduate Degree Programs are eligible to apply for Benjamin Franklin Lever Graduate Tuition Fellowship. Please consult the University of Arkansas Graduate School at 575-4401 for an application.

The GATP has two endowed scholarships. They are the William Ferrell and Dean Weber athletic training scholarships. Also, the Al Gordon Athletic Training Scholarship (\$2,000 non-endowed) is also available. These scholarships are available to second year athletic training students. See the Program Director for application.

## **Student Conduct and Personal Appearance**

All athletic training 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. We require that all athletic training students follow this policy to promote quality and professionalism in each athletic training facility, clinical site and classroom. Final decisions on attire are based on the clinical site preceptors, and faculty.

### **Personal Appearance**

All athletic training students must practice good hygiene and be concerned with personal appearance. The following rules are to be expected:

1. Hair should be kept neat and out of the face.
2. Mustaches must be kept trimmed.
3. Athletic training students are expected to use discretion to be professional with hair-style, make-up, perfume, cologne, and jewelry.
4. Neat clothing is to be worn in the athletic training facilities. No torn or excessively worn jeans or pants, shirts are to be clean and without stains or holes; and jewelry should be kept to a minimum.
5. The appropriate is as follows: Each student must wear their University of Arkansas sportsmedicine polo shirt, unless the specific sport team or clinical site provides clothing to wear. These two types of clothing can be switched interchangeably.
6. All shirts must be tucked into the pants or shorts at all times.
7. If hats are worn in the athletic training facilities, they must be worn forward and be part of the University of Arkansas uniform.
8. Tennis shoes issued by the University of Arkansas are required for competitions and other closed laced up shoes are acceptable for practice only. Sandals and slip on shoes will not be allowed in the athletic training facilities.
9. All male athletic training students need to be clean and shaved. Make-up will be allowed for female athletic training students but must be within reason.

### **Professional Confidentiality**

Athlete confidentiality is of utmost importance, particularly in athletics where the press is a constant presence. At no time should that confidentiality be breached. To this end, students 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. When in doubt, the student should consult their preceptor prior to releasing 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 is considered confidential. The unique opportunity the student has to observe and participate in clinical experiences as a health care professional can and will be terminated if students violate this confidentiality.

### **Personal and Social Conduct**

At all times students are to conduct themselves by the rules that the preceptor of the assigned team has established, and in accordance with the ethical standards of the NATA National Athletic Trainers' Association (See the NATA Code of Ethics page 28).

Furthermore, the professional rapport students establish with athletes, coaches, and physicians is jeopardized by the student's lack of discretion and violation of this ethical conduct.

### **Transportation of Student Athletes to Medical Appointments Policy**

Students admitted to the GATP 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. While at medical appointments with an athlete the student is to ask questions, participate when appropriate and observe the provider giving health care to the athlete.

**Social Media Utilization** – Discussed at annual orientation meeting

### **Relationships with Athletes/Patients**

Students should conduct themselves 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. This includes social interaction with athletes outside of the student's clinical experience. The GATP strongly prohibits fraternizing with any student athlete either within their clinical site or at another clinical site. The students of the GATP are considered an extension of the University of Arkansas and are to conduct themselves in a professional manner at all times. If a student is perceived to be in violation of fraternizing with a student athlete or is dismissed from their clinical site as a result of this, they will also fail the clinical course and are eligible for immediate dismissal from the program.

**Relationships with Preceptors: Will discuss during first orientation meeting**

### **Relationships with Coaches**

It is important that students develop professional relationships with the coaches of teams with which they work. Students are encouraged to work with preceptors to determine when it is appropriate to communicate with coaches. One should discuss how to handle coaches' questions with your preceptor. Generally, students' interaction 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. Most problems can be easily resolved if approached early. Delaying dealing with a problem makes it more difficult to resolve.

### **Public Relations and the Press**

While in the clinical experience with University of Arkansas athletics, students may find themselves in situations where a member of the press asks them to provide information about an athlete. At all times, students should be very mindful about patient / athlete confidentiality in dealings with the press. In dealing with members of the press, 1) always be polite, 2) refer them to your preceptor without providing any patient / athlete information.

### **Relationships with other Medical Professionals**

Students should be very professional when interacting with physicians and other medical professionals. These interactions are very important to the clinical education of the. Students are encouraged to seek out opportunities to ask questions when appropriate, and to use appropriate professional jargon. Avoid using laymen's terms with professionals and avoid using jargon with patients/athletes.

### **Differences of Opinion**

It is foreseeable that students will have differences of opinion with other students or supervisors regarding patient/athlete care. In such cases, students are encouraged to discuss the difference privately with the other person. Never argue in the presence of the patient/athlete – it only serves to undermine the patient's confidence in you and the other person.

### **Blood Borne Pathogen and Community CPR and AED Training**

All students will be required to be trained and certified in BBP (OSHA standards). Community CPR and AED training. In addition, students will be required to be current at all times during their clinical assignment.

### **HIPAA and FERPA Training**

All athletic training students will be required to be trained with HIPAA and FERPA regulations at the beginning of their academic program. This typically occurs in July during the first year second summer session.

**University of Arkansas**  
**Graduate Athletic Training Education Program**  
**Research Requirement**

The main driving factor in the research requirement is to mutually benefit the student and the program. The program benefits when presentations, publications, consultations regarding cases or projects occurs. The student benefits by becoming an expert in the topic area of experience, case, and/or research. The benefits for students also extend further as they will proficiently understand how to critique literature in the future after having satisfied this requirement. Our curriculum includes at least 3 credits of independent research as a graduation requirement. The minimum requirements after completing this research include:

1. Appreciate the entirety of the research process from inception of research questions, through IRB proposal, data collection, analysis and data handling, writing, and peer-review.
2. Be able to verbally present and provide support related to the research topics of the lab group. Students are required to present (5-minutes) their research experience for the semester once per semester while in the athletic training education program.
3. Critically appraise research in the content area of the lab group.

**Research Project**

Students will register for and take KINS 589V for 1 credit for their 1<sup>st</sup> three semesters in the program (1<sup>st</sup> year fall and spring semesters as well as fall of their 2<sup>nd</sup> year) with a faculty advisor that they establish a research agreement with. It is understood that the agreement is mutually agreed upon by the faculty advisor and student based on learning objectives and goals. The estimate of time for 1-credit of independent research is 50 hours, which corresponds to roughly 3.5 hours per week of time. Students are highly encouraged to have a genuine interest in the topics typically researched within the faculty mentors research line.

**Case Report**

If a student is presented and helps manage a unique clinical case, students must present their case to the athletic training faculty for approval. If approved, the student will be required to write the case for a manuscript that will be submitted for publication. Further, students will be approved for the case to count for 1 or 2 credits of independent research. There is no guarantee on approval or the credit number corresponding to approval. Students are encouraged to discuss potential cases early with athletic training faculty.

**Thesis**

A thesis is an intense research project specifically aimed at answering one or more research questions. The thesis process involves development of a project, thesis proposal to a faculty committee, data collection and analysis, defending the project to a University audience. This process takes at least 18 months. Research results from a thesis project will be submitted for peer-reviewed publication and national presentation. The faculty committee helps the student throughout the research and publication process. Again, resources may limit available projects for research, but students with ideas are encouraged to explore options.

## **Clinical Experience**

### **Clinical Component**

Athletic training students in the University of Arkansas GATP must be available according to the schedule mutually agreed upon by the preceptor and athletic training student discussed times to accumulate clinical experience and participate in structured learning opportunities. The clinical experience will include nights, early to mid-morning, weekends and travel. Students are expected to obtain a maximum of 30 hours per week on average per month of clinical experience. Clinical experience is obtained over a series of academic courses with related experiences at a variety of clinical sites minimum of 2 years (4 academic semesters). The athletic training student ATs is MANDATED one day (24 hours) out of the 7-day week as a relief from their clinical responsibility. It is recommended that the relief day fall between Monday and Friday and be scheduled in advance. In some instances, the relief day may fall on weekends. Depending on the ATs course load, additional relief may be granted from clinical experience based on individual needs. Additional relief is based on the recommendation of the University of Arkansas GATP Faculty.

It is the athletic training student's responsibility to keep up with their clinical hours and log them via ATrack online. If an athletic training student has netted more than 30 hours on average for a month, the athletic training student and the preceptor will be given a warning issued by the University of Arkansas GATP Faculty. The minimum weekly clinical experience hour requirement is established within the clinical component courses within the curriculum, and stands as 230 hours for a regular 14-week semester. There may be times when students accrue no clinical experience for a given week, but the average for a semester will be approximately 20 hours per week of clinical experience. The GATP faculty strongly advise preceptors and students to work together in developing a mutually beneficial schedule based on goals and expectations. Athletic training students can complete more clinical experience beyond the 30 hours per week on average, but this must be done on a voluntary basis without consequence if students do not volunteer for extra time beyond the maximum.

For pre-season clinical rotations, students still have a scheduled day of relief (24 hours) during a 7-day week. The minimum clinical experience requirement is 20 hours total during preseason. The maximum clinical experience is 80 hours per seven days. One day off must be given 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. Preseason is a unique experience that is integral to the complete development of athletic trainers.

### **PRE-SEASON REQUIRED CLINICAL ASSIGNMENT**

The GATP requires each student to be in attendance during the pre-season clinical component. The pre-season clinical requirement occurs prior to the beginning of each fall semester and serves as a graded component of the proceeding fall semester clinical course. Each pre-season clinical assignment start date may differ from site to site. However, the student must receive prior-approval from the GATP clinical coordinator if such a case where they are involved with a summer clinical athletic training-type experience that may impede on the student's availability

for the required pre-season clinical assignment in Fayetteville. Failure to acquire prior approval will result in a failing grade for the proceeding fall semester clinical course.

## **Guidelines for Students during Clinical Experience\***

- i. Students are referred to the Appearance & Behavior guidelines above.
- ii. 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 clinical supervisor immediately. Interference with outside employment is not a valid reason for attendance problems in your clinical assignment. Ongoing punctuality problems are grounds for disciplinary action.
- iii. Students must work to develop proficiency in their clinical skills, and professionalism. To this end, clinical proficiency and professionalism will be an ongoing evaluation. In addition, three written evaluations will be completed in fall semesters and two in the spring semesters from your clinical preceptor(s). Students will be provided with copies of all evaluations and will discuss these evaluations with their preceptors to clarify areas that need improvement. Likewise, students will evaluate their preceptors at regular intervals to provide feedback to increase the effectiveness of the clinical site.
- iv. Athletic training students are assigned to specific preceptor(s) throughout their clinical education experience.

### **b. Clinical Competencies:**

- i. Specific guidelines for demonstrating mastery over time of competencies will be distributed to the student during clinical classes. Students may not perform a skill/procedure with an athlete/patient until they have been deemed proficient in that skill.
- ii. Proficiency task will be used to assess student clinical skill mastery. These will be given throughout the student's clinical experience each semester.

### **Safety policy for athletic training student encountering an infectious illness/exposure:**

At any time during the clinical experience or not and an athletic training student is effected by an illness (non or infectious disease), or blood-borne pathogen (ie: needle stick, contact with bodily fluids), the student is to notify his/her preceptor or Faculty of GATP. At that time, the athletic training student must be transported to the nearest medical facility. If the incident is on campus, the nearest medical facility is the University Health Center. At that time, the University Health Center will take control of the situation in terms of documentation and contacting the Health and Environmental Safety department at the University of Arkansas. In addition, action will occur accordingly to solidify confidentiality of the infected athletic training student as well as protect any athletes/patients with whom the student may have direct contact.

**\* Violation of any of the above rules/policies may result disciplinary action (see suspension or immediate dismissal from the athletic training education program.).**

## Status in the GATP

### Academic Probation

Consult the University of Arkansas Graduate Catalog for such policies of academic probation and dismissal.

### Academic Integrity (University of Arkansas, Catalog of Studies)

#### I. Violation Levels.

The following violation levels are assigned to specific types of violations of the University's Academic Integrity Policy; if a violation of academic integrity principles occurs which is not specifically provided for below, then any sanctions will be based on the most similar type of violation that exists in the rubric. A violation will be considered as a single violation up until the point that a student receives notice of that violation; additional infractions occurring after that point will be considered separately for purposes of this rubric.

A student receives the assigned number of sanction points for each violation for which he/she is found responsible. Sanction points are cumulative over the length of the student's tenure at the University of Arkansas.

#### **Level One Violation** -- 0.5 sanction point for each violation

- Copying from or viewing another student's work during an examination.
- Using any materials or resources that are not authorized by the instructor for use during an examination.
- Collaborating during an examination with any other person by giving or receiving information without specific permission of the instructor.
- Facilitating or aiding in any act of academic dishonesty.
- Collaborating on laboratory work, take-home examinations, homework, or other assigned work when instructed to work independently.
- Submitting, without specific permission of the instructor, work that has been previously offered by the same student for credit in another course.
- Falsification of attendance and/or participation.
- Plagiarizing, that is, the offering as one's own work, the words, ideas, or arguments of another person or using the work of another without appropriate attribution by quotation, reference, or footnote. Plagiarism occurs both when the words of another (in print, electronic, or any other medium) are reproduced without acknowledgement and when the ideas or arguments of another are paraphrased in such a way as to lead the reader to believe that they originated with the writer. It is not sufficient to provide a citation if the words of another have been reproduced – this also requires quotation marks. It is the responsibility of all University students to understand the methods of proper attribution and to apply those principles in all materials submitted (undergraduate level).

### **Level Two Violation** -- 1.0 sanction point for each violation

- Buying, selling or otherwise obtaining or providing information about an examination not yet administered.
- Substituting for another person or permitting any other person to substitute for oneself to take an examination.
- Submitting as one's own any theme, report, term paper, essay, computer program, speech, painting, drawing, sculpture, or other written or creative work or project of any nature prepared totally or in large measure by another.
- Submitting altered or falsified data (undergraduate level).
- Plagiarizing (graduate level).

### **Level Three Violation** -- 3.0 sanction points for each violation

- Altering grades or official records.
- Falsifying or signing another person's name on any academically-related University form or document.
- Sabotaging another student's work.
- Submitting altered or falsified data (graduate level)

## **II. Sanctions:**

Sanction points = 0.5: For work for a course, the instructor shall give the test or an assignment an immediate zero (0) which shall then be averaged into the course grade. If the violation occurred on work outside of a course, the faculty member will require that the work be redone. If that involves missing a stated deadline, the stated late penalty will apply.

Sanction points = 1.0: The student will receive a course grade of XF for work done for a course ; for work outside a course, the student will receive a failure on the project (e.g. on the candidacy exam).

For infractions involving point levels of 1.5 and above, the course grade/project failure sanction will apply in addition to suspension or expulsion.

Sanction points = 1.5: The student will be suspended for the following semester (the student will be allowed to complete the current semester).

Sanction points = 2.0: The student will be suspended for two full semesters (the student will be allowed to complete the current semester).

Sanction points = 2.5: The student will be suspended for three full semesters (the student will be allowed to complete the current semester).

Sanction points = 3.0 or more. The student will be immediately and permanently expelled.

Note: For offenses not specifically mentioned in this rubric, faculty members may confer with the Academic Integrity Monitor and propose a description of the offense and the level of sanction to

be included in the faculty member's syllabus. The proposed description and sanctions will be forwarded to the Academic Integrity Monitor to review the proposed offense and sanction for consistency with existing offenses and sanctions. If a faculty member and Academic Integrity monitor disagree over a particular offense or sanction, the matter may be discussed with the relevant dean and /or the AUAIB, but must be reported to the AUAIB. In the event of a conflict between a syllabus and the Academic Integrity Policy or this rubric, the policy and rubric shall take precedence.

### **GATP Infraction Policy**

According to the GATP athletic training student Agreement, signed by the student at the time of his/her orientation, each student has agreed to the policies and procedures outlined in the GATP Policy and Procedures Manual. Any student who displays inappropriate behavior (i.e., breaking policy), at any time or place, commits a violation against the agreement, and will be subject to disciplinary action. The GATP will not tolerate unethical behavior. Examples of unethical conduct include but are not limited to the following:

- Violating a patient's right to privacy
- Use of drugs or chemicals which could impair safe judgment during class or clinical assignment
- Failure to report observed unethical or unsafe practice of others to the Faculty
- Failure to take accountability for one's own judgments and actions in the course of athletic training practice
- Display of inappropriate behavior during the academic or clinical components of the GATP. Failure to uphold the Code of Ethics of the National Athletic Trainer's Association

Unethical conduct will be addressed in the following manner:

- The GATP is responsible to respond and investigate any claims of unethical behavior by a student while enrolled (this includes semesters as well as period between semesters) in the GATP. The complaint will follow the following process:
  - Information regarding the incident(s) will be submitted to, and collected by, the GATP faculty for review and investigation.
  - After review of the reported incident, a recommendation on course of action will be forwarded to the HHPR Department Chair
  - Remediation will proceed as agreed upon by the Department of HHPR Chair and athletic training faculty

The seriousness of any infraction may be determined by GATP faculty.

### **Inactive Status**

Reasons for an inactive status may vary. A student may become sick, injured, or unable to complete their clinical assignment, and therefore, may request inactive status until he/she is able to resume the GATP assignment. For example, if a student accepts a position as a foreign

exchange student, he/she must request inactive status until he/she returns. There may be other circumstances for which inactive status may be granted at the discretion of the GATP faculty.

## Clinical Rotation Experience

In order to be in compliance with CAATE accreditation guidelines, students admitted to the GATP are required to be exposed to:

1. Individual and team sports
2. Sports requiring protective equipment (e.g., helmet and shoulder pads) and contact
3. Patients of different sexes
4. Non-sport patient populations (primary care)
5. Upper and lower extremity intensive sports

During the four semester clinical experience, students will be rotated throughout the University of Arkansas Athletic Departments' athletic training, several local high schools, and local orthopedic and family practice medical practices. The rotation occurs as follows:

- A portion of students will be assigned to University of Arkansas Athletics preceptors each semester.
- A portion of the students will be assigned to one of several high school preceptors each semester.
- All second-year students during their fall semester will be assigned to 20 hours of visits at a physician's office for their general medical rotation.
- All second-year students during their spring semester will be assigned to 20 hours of visits at local orthopedic clinics.
- During the clinical experience, a preceptor that has successfully completed the University of Arkansas Preceptor Training must directly supervise athletic training students. Supervision is adhered to by the following mandated definition of the CAATE:

- **Direct supervision:** This applies to the instruction and evaluation of the student by a preceptor. Constant visual and auditory interaction must occur between the student and the preceptor. The instructor shall be physically present for proficiency instruction and evaluation and maximizing teachable moments.
- Preceptors provide daily personal/verbal contact at the clinical site, and plans, directs, advises, and evaluates the students' athletic training clinical experience.
- Preceptors supervise and facilitate clinical experience for athletic training students. Preceptors must:
  - Be an AR state-licensed athletic trainer
  - Be current in emergency cardiac care training
  - Complete initial preceptor training, which includes:
    - Meeting with the clinical coordinator to discuss requirements and expectations
    - Reviewing the Policies and Procedures Manual
    - Successfully completing the preceptor quiz with at least an 85%

- Participate in on-going education in the form of preceptor workshops at least once every two (2) years
- If at any time an athletic training student is not supervised by a preceptor then that experience is not warranted by the University of Arkansas Graduate Athletic training program.  
*See page 34 for Policy Form*

## GRADUATE ATHLETIC TRAINING PROGRAM ACADEMIC PLAN

**Year 1- Summer1 (June)**  
**1**

**Year 1 Summer 2 (July)**

**Year 1- Fall**

ATTR 5493	Evidence Base Practice in AT	3	ATTR 5223	Athletic Training Clinical II	3	EXSC 5323	Biomechanics I	3
						EXSC 589v	Independent Research (non-thesis)	1
EXSC 5593	Lab Practicum	3	ATTR 5212	Athletic Training Clinical I	3	ATTR 5232	Athletic Training Clinical III	2
KINS 699v	Athletic Training Clinical Anatomy					ATTR 5453	Therapeutic Modalities in Athletic Training	3
						ATTR 5373	Evaluation Techniques of Athletic Injuries-Lower Extremity	3
		<b>9</b>			<b>6</b>			<b>12</b>

**Year 1 - Spring 1**

**Year 2 -Summer 3**

EXSC 589v	Independent Research (non-thesis)	1			
ESRM 5393	Applied Educational Statistics	3			
ATTR 5242	Athletic Training Clinical IV	2			
ATTR 5363	Evaluation Techniques of Athletic Injuries - Upper Extremity	3			
ATTR 5473	Administration in Athletic Training	3			
		<b>12</b>			

**Year 2 - Fall 2**

**Year 2 - Spring 2**

ATTR 5463	Therapeutic Exercise and Rehabilitation of Athletic Injuries	3		EXSC 5773	Performance and Drugs	3
EXSC 589v	Independent Research (non-thesis)	1				
ATTR 5483	Medical Conditions in Athletic Training	3		ATTR 5272	Athletic Training Clinical VII	2
ATTR 5262	Athletic Training Clinical V	2		EXSC 600 V	Thesis option only (these 6 hours can be enrolled differently as determined by advisor)	6
				EXSC 5643	Advanced Psychology of Sports Injury and Rehabilitation	3
KINS 5313	Exercise Physiology	3				
		<b>12</b>				<b>8-14</b>

**Total: 59-62**

### Register for Classes Outside of the Athletic Training Cohort Policy

No student may register for any other course other than what is required in the **AT education masters program** of study without prior approval. The approval process is as follows:

1. Prior to enrolling in the course the student is required to submit the course syllabi to the Program Director that will be issued during the semester the student enrolls. 2. Decisions on approval will occur after the case has been fully reviewed by the athletic training education program faculty (Program Director and Clinical Coordinator).
3. If a student enrolls in a course other than the approved **Master of AT program** of study without prior approval, they are susceptible to and not limited to termination from the **GATP**.

## **NATA Code of Ethics**

### **PREAMBLE:**

#### **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.

# University of Arkansas Graduate Athletic training program Clinical Hour Policy

## Clinical Component\*

Athletic Training Students (ATs) in the University of Arkansas Graduate Athletic training program must be available according to preceptor and ATS discussed times to accumulate clinical hours and structured learning opportunities. The clinical experience does include some nights, early to mid-morning, weekends and travel. Students are expected to obtain a maximum of 30 hours per week on average per month of clinical experience. Clinical experience is obtained over a minimum of 2 years (4 academic semesters). The ATs are MANDATED one day (24 hours) out of the 7-day week as a relief from their clinical responsibility. It is recommended that the relief day fall between Monday and Friday, however some instances the relief day may be on the weekend. Depending on the ATs' course load additional relief is granted from clinical hours based on individual needs. Additional relief is based on the recommendation of the University of Arkansas Graduate Athletic training program Faculty.

In addition to the MANDATED relief day, some ATs may have to have more than one day off from their clinical site within the course of a week. The particular case would be when an ATs exceeds 30 hours in consecutive days. Meaning, once an ATs hits 30 hours (since their last day off) then they are required 24 hours of relief; in addition to their scheduled relief day. No ATs is to net more than 30 hours on consecutive days. It is the ATs's responsibility to keep up with their clinical hours and report them to their assigned clinical class bi-weekly. If an ATs has netted more than 30 hours, the ATs and the preceptor will be given a warning issued by the University of Arkansas Graduate Athletic training program's Faculty. The minimum weekly hour requirement is established within the clinical component courses within the curriculum, and stands as 260 hours for a regular 14-week semester. There may be times when students accrue no clinical experience for a given week, but the average for a semester will be 20 hours per week of clinical experience.

For preseason clinical rotations, students still have a scheduled day of relief (24 hours) during a 7-day week. The minimum clinical experience requirement is 20 hours total during preseason. The maximum clinical experience is 80 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. Preseason is a unique experience that is integral to the complete development of athletic trainers.

I have read, understand, and will adhere to the University of Arkansas Graduate Athletic training program Clinical Hour Policy.

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Student Printed Name and Date

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Student Signature

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Preceptor Printed Name and Date

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Preceptor Signature

Clinical Supervision Policy

Supervised clinical experiences shall involve daily personal contact and supervision between the clinical instructor and the student in the same clinical setting. The instructor shall be physically present in order to intervene on behalf of the individual being treated.

During the clinical field base experience, an Approved Clinical Instructor that has successfully completed the University of Arkansas Approved Clinical Instructor Workshop must directly supervise athletic training students. Supervision is adhered to by the following mandated definition of the NATA athletic training Education Council and CAATE:

- **Direct supervision:** This applies to the instruction and evaluation of the clinical proficiencies by an ACI. Constant visual and auditory interaction must occur between the student and the ACI. The instructor shall be physically present for proficiency instruction and evaluation and maximizing teachable moments.
- **Supervision:** This applies to the field experiences under the direction of an ACI. Daily personal/verbal contact at the setting of supervision between the athletic training student and the ACI who plans, directs, advises, and evaluates the students' athletic training field experience.

If at any time an Athletic Training Student is not supervised by an ACI or CI then that experience is not warranted by the University of Arkansas Graduate Athletic training program. ANY unsupervised clinical education experiences are in violation of CAATE Standards, University of Arkansas GATP policy, and are NOT permitted.

I have read, understand, and will adhere to the Clinical Supervision Policy.

\_\_\_\_\_  
Student Printed Name and Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Preceptor Printed Name and Date

\_\_\_\_\_  
Preceptor Signature

**University of Arkansas  
Athletic Training Student  
Policy and Procedure Manual  
Understanding Agreement**

I, \_\_\_\_\_, have read, understood, and agree to abide by the current University

of Arkansas's Athletic Training Education Policy and Procedure Manual. I understand that failure to comply with such policies and procedures will result in disciplinary action.

\_\_\_\_\_

Athletic Training Student (sign)

\_\_\_\_\_

Date