



UNIVERSITY
of MOBILE

Master of
Athletic Training

Policies and Procedures Manual

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** All Emergency Action Plans are stored within Typhon as part of the student’s clinical rotation.



UNIVERSITY
of MOBILE

First, let me say welcome to the Master of Athletic Training Program!

This transition has been several years in the making. The university is no stranger to athletic training education. The program has been in existence as early as 1990 as an internship route to certification. The transition from internship to curriculum officially took shape in 2004 with the university gaining initial accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Today all athletic training program must be accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The other major transition for the university was the final undergraduate athletic training class of 2019. The completion of one program brought the beginning of a new phase. The Master of Athletic Training (MAT) program officially started June 7, 2021.

To say we as a faculty and a university are excited about this next step is an understatement. The MAT program will bring a culmination of faculty from broad areas of expertise to assist students in this 62-credit hour program. The faculty will consist of a program director and coordinator of clinical education with over 33 years of experience. A medical director that is committed to sharing his knowledge with our students while seeking to create opportunities for our students to learn with various healthcare professionals. The additional faculty members include a BOC credentialed physical therapist, a pharmacist with an exercise science background, a Doctor of Veterinary Medicine who teaches the Human Gross Anatomy class, a BOC credentialed physician assistant, and additional athletic training faculty.

There are two clinical immersion experiences: one at a high school setting and the other at the student's choice. Immersive opportunities are designed to allow the student to shadow the athletic trainer or physician in a full-time capacity for a period of several weeks. The clinical sites involved with the MAT program include high schools, NAIA and NCAA universities, outpatient surgery centers, orthopedic clinics, wellness, physical therapy clinics, urgent/emergent care facilities, emergency management services, and emotional/behavioral care for patients.

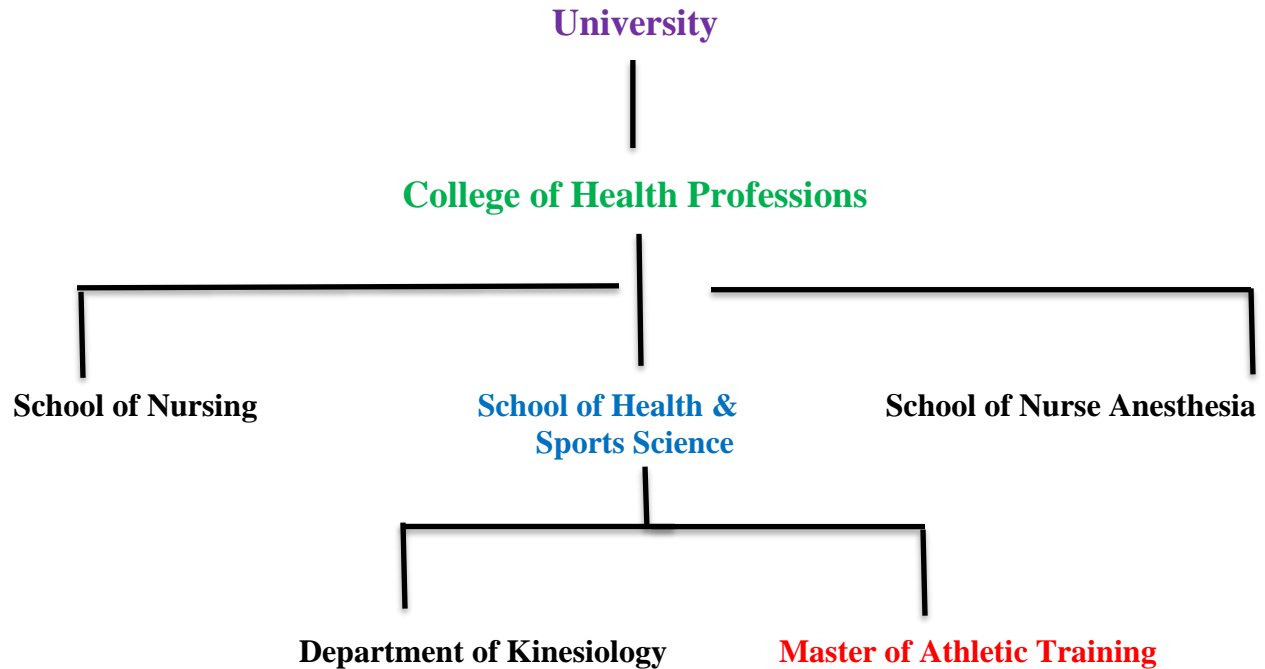
It is the responsibility of the student to read and understand the policies and procedures within this handbook. The policies and procedures manual/MAT student handbook is reviewed annually by the MAT faculty.

On behalf of the MAT faculty, we welcome you and look forward to helping you reach your goal of becoming a Certified Athletic Trainer.

Sincerely,

Dr. Melissa Thomas, Ed.D, ATC
Master of Athletic Training Program Director
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UNIVERSITY OF MOBILE

The University of Mobile’s emblem embodies the mission, vision and core values. The outer layer of the emblem represents the university’s core values, with the next layer representing the vision of the university, finally the mission is embedded in the core of the circle as it guides the university’s practices from an inside to outside model.



Mission:
 The University of Mobile is a Christ-centered academic community providing liberal arts and professional programs to renew minds through intellectual and spiritual development for the fulfilling of one’s professional calling

Vision:
 The University of Mobile is committed to being a premier Christ-centered academic community providing comprehensive liberal arts and professional programs to distinctively transform the world.

Core Values:
 Christ- centered
 Academically focused
 Student-devoted
 Distinctively-driven

The University of Mobile is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, and master’s degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404.679.4500 for questions about the accreditation of the University of Mobile. Inquiries about the University, such as admission requirements, financial aid, educational programs, etc., should be addressed directly to the University and not to the Commission’s office. The Commission is to be contacted only if there is evidence that appears to support a University’s significant non-compliance with a requirement or standard.

COLLEGE OF HEALTH PROFESSIONS FRAMEWORK

Mission of College

The mission of College of Health Professions is to promote an intellectual and biblical understanding of God's creation in establishing avenues by which one becomes the hands and feet of Christ.

SCHOOL OF NURSING

Mission of School

The mission of the University Of Mobile School Of Nursing is to provide quality education in a Christian environment in order to prepare competent, caring practitioners in nursing. The school aspires to the highest standards of educational excellence, blending a professional perspective with a liberal arts and science foundation. The school is committed to the development of its students into knowledgeable, caring, responsible and self-directed individuals able to meet the health care needs of a diverse and complex society. The University Of Mobile School Of Nursing emphasizes quality teaching while encouraging and valuing scholarly activity and research to support that teaching.

SCHOOL OF NURSE ANESTHESIA

Mission of School

The University of Mobile School of Nurse Anesthesia is to produce superior quality nurse anesthesia providers who deliver safe, efficient anesthesia services to the population of the gulf coast, Alabama, and beyond.

SCHOOL OF HEALTH AND SPORTS SCIENCE FRAMEWORK

Mission of School

The School of Health and Sports Science's mission is to develop and prepare individuals to be future leaders in a variety of health and sport science professions by incorporating a biblical foundation with emphasis on glorifying God by following the principles of 1 Corinthians 6:19-20. Or do you not know that your body is a temple of the Holy Spirit within you, whom you have from God? You are not your own, for you were bought with a price. So glorify God with your body. 1 Corinthians 6:19-20

MASTER OF ATHLETIC TRAINING PROGRAM FRAMEWORK

Mission Statement

In keeping with the mission of the University of Mobile and the College of Health Professions, the mission of the Master of Athletic Training is to challenge each student to become their best self: intellectually, spiritually, and culturally. This path to personal growth and an understanding of God's purpose is designed to lead the student towards becoming an informed member of society within the athletic training profession. The ultimate goal for each student is to successfully pass the Board of Certification exam and seamlessly transition into the world of healthcare. It is the hope of the university, faculty and staff that each student will be prepared to collaboratively work with all health care professionals to provide, administer and manage the health care of patients across a lifespan; to participate in research and other activities designed to advance the quality of athletic training services; and to be advocates in building a solid foundation for future professionals, clients and the public regarding the profession of Athletic Training.

Vision

University of Mobile's Master of Athletic Training program is committed to enriching the field of athletic training through the development of future world changers who embody the spirit of Christ.

Core Principles

- Professionally competent
- Academically sound
- Critical Thinker
- Communicator

Program Accreditation Status

The University of Mobile is currently seeking accreditation for their new Athletic Training program and is not accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The institution will be submitting a self-study to begin the accreditation process on July 1, 2022. Submission of the self-study and completion of a site visit does not guarantee that the program will become accredited. Students that graduate from the program prior to accreditation WILL NOT be eligible to sit for the credentialing examination for athletic trainers and will not be eligible for licensure in most states. The first class will be accepted in June 2021 with the first graduating class as May 2023. The accreditation site visit is anticipated to occur in Spring 2023.

Program Learning Outcomes**Student Learning Objectives**

Academic Proficiency (Learner)	
PLO	SLO
1. The MAT curriculum will produce students who are didactically and clinically knowledgeable of the skills necessary to be an effective athletic trainer.	1A. Graduate athletic training students will demonstrate entry-level knowledge of concepts and skills.

Professional Literacy (Professional)	
PLO	SLO
2. The MAT curriculum will create opportunities for students to effectively engage with patients as healthcare providers.	2A. Graduate athletic training students will demonstrate efficient processes for evaluating patients.
3. The MAT program will provide students with a broad understanding of the ever-changing needs of patients across the life span with varying diversity, socioeconomic statuses, and activity levels	3A. Graduate athletic training students will demonstrate knowledge, attitudes, behaviors, and skills necessary to effectively treat diverse patient populations
4. The MAT program will create opportunities to provide students with the tools necessary to increase job effectiveness and drive decision-making.	4A. Graduate athletic training students will obtain successful employment in an athletic training setting upon graduation.
5. The MAT program will provide students with the necessary tools to comply with ethical and legal standards of practice.	5A. Graduate athletic training students will understand the role of the Board of Certification (BOC) in determining Standards of Practice as well as Foundational Behaviors of Professional Practice that are expected of all athletic trainers.

Critical Thinking (Thinker)	
PLO	SLO
6. The MAT program will provide students with opportunities to enhance student learning through research discovery.	6A. Graduate athletic training students will develop plans of care that incorporate best practices based on current evidence.
7. The MAT program will incorporate clinical assessments that seek to foster clinical decision-making skills.	7A. Graduate athletic training students will be exposed to simulations that seek to provide authentic patient encounters.

Communication (Communicator)	
PLO	SLO
8. The MAT program will provide opportunities for students to develop advanced integrative and analytical thinking skills as evidenced by written communication skills.	8A. The graduate athletic training student will produce writing samples that are deemed graduate-level quality work.
9. The MAT program will provide opportunities for students to develop effective communication skills to assist patients, families, colleagues, and other healthcare professionals	9A. The graduate athletic training student will participate in speaking engagements within the department, university, and community.

Master of Athletic Training Program Goals

1. Develop an athletic training program that will provide a curriculum that is academically focused with a Christian emphasis.
2. Develop graduate athletic training students who can make immediate contributions to healthcare as a whole and serve as advocates for the athletic training profession.
3. Develop graduate athletic training students who are critical thinkers and develop a love of learning over a lifetime.
4. Develop graduate athletic training students who can promote the athletic training profession through written and oral communication.

MAT Program Goals Mapped to Program Learning Outcome's

Program Learning Objectives	Program Goals			
	Develop an athletic training program that will provide a curriculum that is academically focused with a Christian emphasis.	Develop graduate athletic training students who can make immediate contributions to healthcare as a whole and serve as advocates for the athletic training profession.	Develop graduate athletic training students who are critical thinkers and develop a love of learning over a lifetime.	Develop graduate athletic training students who can promote the athletic training profession through written and oral communication.
1. The MAT curriculum will produce students who are didactically and clinically knowledgeable of the skills necessary to be an effective athletic trainer.	X	X	X	
2. The MAT curriculum will create opportunities for students to effectively engage with patients as healthcare providers.		X		X
3. The MAT program will provide students with a broad understanding of the ever-changing needs of patients across the life span with varying diversity, socioeconomic statuses, and activity levels.		X		X
4. The MAT program will create opportunities to provide students with tools necessary to increase job effectiveness and drive decision making.	X	X	X	
5. The MAT program will provide students with the necessary tools to comply with ethical and legal standards of practice.	X	X	X	X
6. The MAT program will provide students with opportunities to enhance student learning through research discovery.	X		X	
7. The MAT program will incorporate clinical assessments that seek to foster clinical decision-making skills.		X	X	
8. The MAT program will provide opportunities for students to develop advanced integrative and analytical thinking skills as evidenced by written communication skills.		X	X	X
9. The MAT program will provide opportunities for students develop effective communication skills to assist patients, families, colleagues, and other healthcare professionals.				X

Faculty Information

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Dr. Matthew Busbee, MD- The Orthopaedic Group PC MAT Medical Director	Adjunct Faculty/ Medical Director			

CAATE STANDARDS

Commission on Accreditation of Athletic Training Education 2020 Standards for Accreditation of Professional Athletic Training Programs

[CAATE Standards](#)

UM ACADEMIC CALENDAR /CATALOG

The University of Mobile catalog, calendar and student handbook can be accessed by using the following link: <http://catalog.umobile.edu/>

MAT Program Administrative Policies and Procedures

** The following policies were agreed upon by the Master of Athletic Training faculty, the Dean of the School of Health and Sports Science and the Vice President for Academic Affairs. These policies will be annually reviewed and updated within this document, on the UM website, and within the current catalog. It is the student's responsibility to read and utilize this document for guidance through the Master of Athletic Training program.

ACADEMIC CURRICULUM PLAN

The Master of Athletic Training curriculum includes patient care experiences that begin early in the curriculum and culminates into clinical immersion rotations that allow students to participate in the full scope of athletic training clinical practice. Clinical rotations are sequenced based on professional knowledge progressions presented in the didactic component of the curriculum. The clinical curriculum is designed to ensure that students are optimally prepared to provide patient care across the lifespan in both traditional and nontraditional athletic training practice settings. The ultimate goal of clinical education is that the student will utilize critical judgment, problem solving, clinical reasoning, and evidence-based decisions in the delivery of patient care and enhancement of patient/client health and well-being.

First Year

Summer- Term I- 7 hours Lecture

AT 501	Principles of Athletic Training	3
AT 505	Management of Medical Emergencies (Supplemental clinical rotation)	3
AT 510	Clinical Skills Lab I	1

Fall- Term II- 15 hours

BIO 525	Human Gross Anatomy	4
AT 520	Evaluation of Musculoskeletal Injuries- Lower Extremity	4
AT 525	Therapeutic Interventions Lower Extremity	4
AT 511	Clinical Skills Lab II	1
AT 590	Clinical I- Pediatric/ Adolescent - Clinical Immersion (2 weeks)- prior to start of Fall term	2

The clinical immersion occurs for a duration of two (2) weeks prior to the start of the fall term.

Spring- Term III- 12 hours

AT 515	Evidence Based Practice I	1
AT 530	Evaluation of Musculoskeletal Injuries- Upper Extremity	4
AT 535	Therapeutic Interventions Upper Extremity	4
AT 512	Clinical Skills Lab III	1
AT 591	Clinical II- College/Professional Clinical	2

*****Content Exam I- Administered Day after final exams complete for spring courses**

1. After the completion of the 3rd semester, Content Exam I will be administered.
2. Students must score a 80% to pass the exam.
3. Three chances will be allowed. There must be at least 14 days between one test and the other.
4. Remediation will begin after the 2nd failed attempt. This remediation will include individualized assistance with the program director and student.
5. Summer enrollment/participation will continue while student completes remediation requirements.
6. Three unsuccessful attempts will result in the student being placed on academic probation for the fall semester.
7. *Students will be directed to the MAT probation policy- If probation is due to failing to meet the 80% threshold on Content Exam I- the student must meet both the 3.0 semester GPA AND successfully complete Content Exam II in AT 555 to be removed from probation.*

Second Year

Summer- Term IV- 10 hours

AT 540	Psychosocial Strategies in Athletic Training	3
AT 545	Advanced Diagnostic Imaging (Supplemental clinical rotation)	1
AT 550	Introduction to Pharmacology	3
AT 570	General Medical Conditions Assessment (Supplemental clinical rotation)	3

Fall- Term V- 11 hours

AT 555	BOC Exam Preparation	1
AT 560	Management Strategies in Athletic Training	3
AT 565	Evaluation of Head, Neck and Spinal Injuries	4
AT 513	Clinical Skills Lab IV	1
AT 592	Clinical III	2

*****Content Exam II-**

During the BOC Preparation class (AT 555), the Content Exam II will be administered. This test requires a passing score of 80% or better to complete the BOC preparation course. The exam will be a written exam with 150 questions followed by an oral/practicum with 10-12 skills. The student will have three opportunities to pass the exam.

Remediation will begin after the 1st failed attempt. This remediation will include individualized assistance with the program director and student.

After 3 failed attempts the student will receive an F for the course and must repeat the course the following Fall.

Spring- Term VI- 7 hours

AT 575	Research Design in Athletic Training-	3
AT 580	Advanced AT Techniques	1
AT 585	Senior Capstone in Athletic Training	1
AT 593	Clinical IV- Elective Clinical Immersion 8 weeks- Student Site Choice	2

*****Due to accreditation site visit occurring spring 2023, the first class will not be allowed to sit for the BOC exam until approval from CAATE on accreditation status.***

(62 total program hours)

ACADEMIC COURSE DESCRIPTIONS

Summer Term I

AT 501- Principles of Athletic Training

Credit, three hours

This course is designed to provide the graduate level athletic training student with basic terminology of the athletic training profession while addressing concepts in professional responsibilities of the athletic trainer, diagnostic coding, risk management, injury pathology, domains of practice, and care and prevention of musculoskeletal and general medical conditions.

Pre-requisite: Admission into the MAT program.

Book: Prentice, W. Principles of Athletic Training- A Guide to Evidence Based Clinical Practice 17th Edition - Abbreviated version to this book can be ordered through McGraw Hill

AT 505- Management of Medical Emergencies

Credit, three hours

The course will provide the student with foundational knowledge for determining identifiable risk factors for disease, preparation of emergency action plans, and recognition and care of medical emergencies.

Observation within an emergency department (3 hours) as well as a ride along with emergency medical services (one full 12-hour shift) will be required throughout the semester.

Pre-requisite: Current CPR certification (either Basic Life Support of Professional Rescuer) and admission into the MAT program.

Book: Cleary, M. & Flanagan K. (2020) Acute Emergency Care in Athletic Training: ISBN 978-1-4925-3653-6 (print) Human Kinetics

AT 510- Clinical Skills Lab I

Credit, one hour

This clinical skills lab is designed to provide the student with hands on approach through simulation and real-life guided scenarios dealing with emergent care of the injured patient. Skills acquisition in: CPR (1 and 2 persons/ adult, child, infant CPR), AED, obstructed airway, airway adjuncts, spinal motion restriction, shock management, taping, bracing, splinting, environmental concerns, intravenous therapy, care of musculoskeletal and general medical conditions. This course will require assessment of clinical skills.

Pre-requisite: Admission into the MAT program.

NO BOOK

Fall Term II

BIO 525- Human Gross Anatomy

Credit, four hours

This course is designed as an advanced laboratory-based course in clinical gross anatomy. This course in gross anatomy will examine the form and function of the human body at the macroscopic level. Detailed system-based and regional anatomy discussions are enhanced by hands-on cadaver dissections of: back and upper limbs, head and neck, thorax and abdomen, pelvis and lower limbs. This course is offered as both an undergraduate BIO 425 and graduate course BIO 525.

Pre-requisite: Admission into the MAT program and successful completion of all courses within Term I.

Book: Biel, A. Trail Guide to the Body student workbook 5th ed. ISBN 978-0-9829786-6-5

Optional- Saladin, Kenneth. *Anatomy and Physiology: The Unity of Form and Function*, 6/e or newer, McGraw-Hill, 2012

AT 520- Evaluation of Musculoskeletal Injuries Lower Extremity

Credit, three-hour lecture, one hour lab

The course combines both lecture and lab and provides the student with techniques and tools for effective evaluation of a patient. Surveys musculoskeletal injuries specific to the lower extremity, i.e., symptoms, initial and secondary clinical evaluation, and special tests leading to clinical impressions. This course includes lectures as well as hands-on laboratory sessions.

Pre-requisite: Admission into the MAT program and successful completion of all courses within Term I.

Book: Starkey, C, and Brown S. Examination of Orthopedic and Athletic Injuries. FA Davis- 4th ed- 9780803639188

AT 525- Therapeutic Interventions Lower Extremity

Credit, three-hour lecture, one hour lab

This course investigates the techniques of rehabilitation and therapeutic modalities to assist the patient in returning to his or her optimal potential in sports activities or activities of daily living. The course will focus on lower extremity conditions; specific to rehabilitation protocols and return to activities of daily living.

Pre-requisite: Admission into the MAT program and successful completion of all courses within Term I.

1. **Starkey, C. Therapeutic Modalities. FA Davis 4th ed. ISBN- 978-0-8036-2593-8**
2. **Kinser, C., Colby, Borstad. Therapeutic Exercise Foundations and Techniques 7th ed ISBN-13: 978-0-8036-5850-9**

AT 590- Clinical I- Pediatric/ Adolescent Emphasis/ Lower Extremity

Credit, two hours

This 16-week (2-week immersion; 14-week experience) clinical practicum will emphasize continuity of skills required for patient assessment, care, treatment and rehabilitation of the injured athlete under the direct supervision of the clinical supervisor (Preceptors) within a middle/ high school setting. Emphasis will be placed on lower extremity conditions. Minimum of 150 hours, not including immersion, is required

Pre-requisite: Admission into the MAT program and successful completion of all courses within Term I.

No Book

AT 511- Clinical Skills Lab II

Credit one hour

This clinical skills lab is designed to provide the student with a hands on approach through simulation and real-life guided scenarios. The use of high and low fidelity manikins for simulations as well as standardized patient encounters will be instituted throughout. The course will be comprehensive in nature and require assessment of clinical skills

Pre-requisite: Admission into the MAT program and successful completion of all courses within Term I.

No Book

Spring Term III

AT 515- Evidence Based Practice I

Credit, one hour

This course investigates the concepts of evidence-based practice as it relates specifically to healthcare. Students will focus on defining a clinically relevant question, searching for the best evidence through primary literature searches, determining the quality of the research, applying the evidence to clinical practice, and evaluating the process through which to generate a plan of care.

Pre-requisite: Admission into the MAT program and successful completion of all courses within Term I and II.

Book: Lunen, B; Hankemeier, D; and Welch, C. Evidence Guided Practice. SLACK Incorporated. ISBN: 978-1-61711-603-2

AT 530- Evaluation of Musculoskeletal Injuries- Upper Extremity

Credit, three-hour lecture, one hour lab

The course combines both lecture and lab and provides the student with techniques and tools for effective evaluation of a patient. Surveys musculoskeletal injuries specific to the upper extremity, i.e., symptoms, initial and secondary clinical evaluation, and special tests leading to clinical impressions. This course includes lectures as well as hands-on laboratory sessions.

Pre-requisite: Admission into the MAT program and successful completion of all courses within Term I and II.

Book: Starkey, C, and Brown S Examination of Orthopedic and Athletic Injuries. FA Davis

AT 535- Therapeutic Interventions Upper Extremity

Credit, three-hour lecture, one hour lab

This course investigates the techniques of rehabilitation and therapeutic modalities to assist the patient in returning to his or her optimal potential in sports activities or activities of daily living. The course will focus on upper extremity conditions; specific to rehabilitation protocols and return to activities of daily living.

Pre-requisite: Admission into the MAT program and successful completion of all courses within Term I and II.

1. Starkey, C. Therapeutic Modalities. FA Davis 4th ed. ISBN- 978-0-8036-2593-8
2. Kisner, C, Clby, L, nad Borstad, J. Therapeutic Exercise Foundations and Techniques FA Davis- 7th ed ISBN- 9780803658509

AT 512- Clinical Skills Lab III

Credit, one hour

This clinical skills lab is designed to provide the student with a hands-on approach through simulation and real- life guided scenarios. The use of high and low fidelity manikins for simulations as well as standardized patient encounters will be instituted throughout. The course will be comprehensive in nature and require assessment of clinical skills.

Pre-requisite: Admission into the MAT program and successful completion of all courses within Term I and II.

No Book

AT 591-Clinical II- College/ Professional Emphasis

Credit, two hours

This 16-week (16-week experience) clinical practicum places emphasis on developing a continuity of the skills required for patient assessment, care, treatment and rehabilitation of the injured athlete under the direct supervision of the clinical supervisor (Preceptors) of the college/ professional athletes. This course may expose the student to both intramural, recreational, and intercollegiate sports activities. Emphasis will be placed on upper extremity conditions. Minimum of 200 hours is required.

Pre-requisite: Admission into the MAT program and successful completion of all courses within Term I and II.

No Book

Summer Term IV

AT 540- Psychosocial Strategies in Athletic Training

Credit, three hours

This online course focuses on common psychological principles related to but not limited to: coping skills, motivation, goal setting, body image issues, nutritional concepts, anxiety, depression, suicide, non-suicidal tendencies, drug and alcohol abuse, stages of grief/loss, and treatment and referral strategies for acute and chronic conditions. This course will lead to adult/youth mental health first aid certification.

Pre-requisite: Admission into the MAT program and successful completion of all courses within Term I – III.

Granquist, Hamson-Utley, Kenow Stiller-Ostrowski. Psychosocial Strategies for Athletic Training. 978-0803638174

AT 545- Advanced Diagnostic Imaging

Credit, one hour

This course places emphasis on interpretation and identification of injuries and disease through medical imaging. Specific emphasis will be on theory and application of radiography, magnetic resonance imaging, computed tomography scan, fluoroscope, musculoskeletal ultrasound, and bone scans. This course is held on campus during May term. Observation within a Radiology department minimum of 4 hours will be required throughout the semester.

Pre-requisite: Admission into the MAT program and successful completion of all courses within Term I – III.

No book

AT 550- Introduction to Pharmacology

Credit, three hours

This online course will investigate the pharmacological indications and contraindications of commonly used over the counter medications, prescription medications, narcotics, opioids, classifications of drugs, side effects, and effects on the body. Special emphasis will be placed on state and federal laws pertaining to commonly used medications within the athletic training facility

Pre-requisite: Admission into the MAT program and successful completion of all courses within Term I-III

ISBN-13: 978-1617119293

Principles of Pharmacology for Athletic Trainers. Houglum J, Harrelson, G, Seefeld, T. Slack Publications

AT 570- General Medical Conditions Assessment

Credit, three hours.

This course is designed to present a collection of knowledge, skills, and values that the athletic training student must possess to recognize, treat and refer when appropriate, the general medical conditions and disabilities of athletes and others involved in physical activity over a lifespan. Observation within a General Medical facility, minimum of 8 hours will be required throughout the semester.

Pre-requisite: Admission into the MAT program and successful completion of all courses within Term I-IV

Book; Flanagan, K and Cuppett, M. Medical Conditions in the Athlete 3rd edition: ISBN: 978-14925-3350-4

Fall Term V

AT 555- BOC Exam Preparation

Credit, one hour

This course is designed to prepare the student with the necessary study materials and tools to be successful on the Board of Certification exam. The course will be a comprehensive review of the BOC exam candidate handbook, practice analysis, professional domains and completion of BOC prep materials. The course will require successful completion of a written exam and an oral practicum exam to complete course requirements.

Pre-requisite: Admission into the MAT program and successful completion of all courses within Term I-IV

1. BOC Practice Analysis, 8th Edition
2. Study Guide for the Board of Certification, Inc., Athletic Trainer Certification Examination
ISBN-13: 978-0-8036-6902-4

AT 560- Management Strategies in Athletic Training

Credit, three hours

This course focuses on the administrative components of athletic training with emphasis on professional behaviors and professional development. Emphasis will be placed on legal, ethical, financial, facility, technological, operational, administrative, cultural, and leadership issues related to issues within athletic training.

Pre-requisite: Admission into the MAT program and successful completion of all courses within Term I-IV

Book: Konin, J. and Ray, R. Management Strategies in Athletic Training. Human Kinetics. ISBN: 978-1492536185

AT- 565- Evaluation of Head, Neck, and Spinal Injuries

Credit, three-hour lecture, one hour lab

Surveys head, spine, and internal injuries, i.e., symptoms, initial and secondary clinical evaluation, and special tests leading to clinical impressions. Develops concepts in implementing emergency care and training room procedures.

Pre-requisite: Admission into the MAT program and successful completion of all courses within Term I-IV

1. Special Tests of Orthopaedic Examination 9781617119828.00
2. Starkey, C, and Brown S Examination of Orthopedic and Athletic Injuries. FA Davis

AT 592- Clinical III-

Credit, two hours

This clinical component will allow the student multiple clinical rotations over the course of the semester. The course will develop a rotation of interprofessional practice with various healthcare professionals within the area of Mobile. Rotations in physical therapy, pulmonology, cardiology, neurology, orthopedics (surgery observation), and a wellness component may be assigned.

Pre-requisite: Admission into the MAT program and successful completion of all courses within Term I-IV

No Book

AT 513- Clinical Skills Lab IV

Credit, one hour

This clinical skills lab is designed to provide the student with a hands-on approach through simulation and real-life guided scenarios. The use of high and low fidelity manikins for simulations as well as

standardized patient encounters will be instituted throughout. The course will be comprehensive in nature and require assessment of clinical skills

Pre-requisite: Admission into the MAT program and successful completion of all courses within Term I-IV

No Book

Spring Term VI

AT 575- Research Design in Athletic Training

Credit, three hours

This course provides the student the opportunity to explore areas of research interest within the field of athletic training.

Pre-requisite: Admission into the MAT program and successful completion of all courses within Term I-V

TBD

AT 585- Senior Capstone in Athletic Training

Credit, one hour

This course will allow the student the opportunity to present to faculty, staff, and classmates weekly clinical case studies and critiques of current research. Students will complete the athletic training portfolio and register for the BOC exam (no earlier than March/April).

Pre-requisite: Admission into the MAT program and successful completion of all courses within Term I-V

AT 593- Clinical IV- Elective Clinical Immersion

Credit, two hours

This 16-week (8-week immersion) clinical course allows student's choice for site placement. This course, through supervised autonomy by the preceptor, will allow the student opportunities to work alongside the athletic trainer in their chosen setting. An affiliated site agreement must be on file at least 1 month prior to the start of the experience. The preceptor must hold the AT credential.

Perquisite: Admission into the MAT program and successful completion of all courses within Term I- V

No Book

AT 580- Advanced Athletic Training Techniques

Credit, one hour

This 8-week course will highlight specific techniques utilized in the profession of athletic training. Special emphasis will be on instrument assisted soft tissue mobilization, kinesiotaping, dry needling, cupping therapy, massage, and functional movement screening.

Pre-requisite: Admission into the MAT program and successful completion of all courses within Term I-V

NO Book

ACADEMIC INTEGRITY (DISHONESTY) POLICY

The University of Mobile has established a policy for students regarding academic integrity. The Master of Athletic Training adheres to this policy as it relates to academic dishonesty by athletic training students.

Students attending the University of Mobile are expected to reflect a high standard of academic integrity and conduct in accord with basic Christian principles and the mission of the University. Any student found to be disruptive in class, or copying, plagiarizing (with or without an intent to deceive), cheating, engaging in unauthorized use of a test, forging or falsifying records (self or patient; university, or clinical agency), or lying to a faculty member in order to complete a course assignment will be subject to disciplinary action.

The following are violations of Academic Integrity Policy

1. Cheating:

- Unauthorized use of any materials, notes, sources of information, study aids or tools during an academic exercise. No cell phone, calculators, palm computers or hats allowed during exams.
- Unauthorized assistance of a person, other than the course faculty during an academic exercise.
- Unauthorized viewing of another person's work during an academic exercise.
- Unauthorized securing of all or any part of assignments or examinations in advance of the submission by the faculty.

2. Fabrication/Falsification: The unauthorized invention or alteration of any information, citation, data or means of verification in an academic exercise, official correspondence of a university record, client record, or other professional documentation.

- Failure to report errors in the clinical area.
- Falsifying patient/client records by charting incorrect data or removing data.
- Releasing confidential information about patients/clients to persons who do not have the right to such information.
- Rude, abusive, or unprofessional language to patients/clients, agency personnel, faculty.
- Jeopardizing a patient's/client's safety.

3. Plagiarism: Submitting as one's own work or creating any material or an idea wholly or in part created by another. This includes, but is not limited to:

- Oral, written and graphical material.
- Both published and unpublished work.
- Any material(s) downloaded from the internet.

4. Complicity: Helping or attempting to assist someone to commit an act of academic dishonesty.

- Conveying test information to other students.
- Reproducing information in duplicate for course assignments.

5. Unprofessional behavior (verbal or written, virtual or live):

- Disrespectful to faculty, staff, or peers.
- Use of inappropriate language.
- Lack of accountability or responsibility for actions.
- Disregarding the well-being and needs of patients: acts of commission or omission that could adversely affect the patient, e.g., medication errors, failure to provide safe and appropriate care, failure to follow preceptor/faculty instructions, breach of client confidentiality.
- Discriminatory or culturally insensitive behavior.

6. Academic Performance: Any reason that may place the student at risk for dismissal such as:
- Insufficient or lack of academic skills to support successful completion of graduate program of study.
 - Inconsistent or minimal participation in coursework.
 - Poor writing or verbal communication skills.
 - Frequent requests for exceptions or special accommodations not related to a documented disability.

Each faculty member has the responsibility of defining academic expectations at the beginning of each session. If a faculty member discovers a student violating the academic integrity code, they must either 1) assign a grade of "0" for the test or assignment if the infraction relates to an academic assignment; and/or 2) refer the incident to the Graduate Faculty Committee. After committee members complete the investigation, the incident, along with supporting evidence, is to be reported in writing to the Vice-President for Academic Affairs with a copy mailed to the student.

The office of the Vice-President for Academic Affairs determines whether the incident is the student's second offense and, if so, refers the matter to the Academic Affairs Committee for disciplinary action. A student found guilty of a second offense is subject to academic suspension for up to one academic year. A third offense will result in academic dismissal. The student is entitled to appeal any case involving allegations of academic dishonesty or misconduct, in keeping with the appeal process as outlined.

Falsification of medical records may have legal consequences for which the student may be held accountable.

*** Each canvas course will require the student to complete the academic integrity assessment prior to starting the first module.*

ACADEMIC PROBATION/ DISMISSAL FOR THE PROGRAM/ APPEAL/ READMISSION AFTER DISMISSAL/ WITHDRAWL/ RETENTION/ MATRICULATION

Students proceed through the Master of Athletic Training program (MAT) in cohorts and are expected to complete all the required courses each semester with a grade of “B” or better in order to remain in good standing and progress to the next semester.

Retention/ Matriculation

- Students are required to maintain a cumulative grade point average of 3.0 or higher for graduation purposes.
- Students must obtain a grade of B or better in each course to remain in good standing within the program.
- Abide by the University of Mobile graduate catalog standards as well as the MAT program policies and procedures manual.
- Successfully complete coursework in the sequence indicated by the program of study unless approved by MAT Program Director.
- All students must maintain current Professional Rescuer certification when enrolled in Athletic Training Program clinical courses. Professional liability insurance is provided for University of Mobile athletic training students when they are participating in clinical experiences. Students are responsible for their own medical care if needed in the clinical education settings. Students must abide by the Centers for Disease Control and OSHA guidelines set forth in the policy and procedures manual for the MAT program
- Athletic training students are responsible for personal transportation to off-campus affiliated clinical sites.
- Obtain all vaccinations or proof of immunity as indicated on verification form prior to clinical experiences
- MAT students must remain in good standing as determined by his/her results on the sequential content examinations, clinical education evaluations, satisfactory scores on competencies, and a cumulative GPA of 3.0 or better.

Program Probation:

- Failure to meet the program’s expectations within any clinical component.
- Failure to successfully pass Content Exam I within (3) attempts.
- If the student receives a grade of C in any graduate level athletic training course, the student will be placed on academic probation.
- Failure to meet the cumulative GPA of 3.0 at any time in the program- the student will have the subsequent semester to meet the minimum requirements of the program.
- The student tests positive for alcohol or drugs during a UM sanctioned drug test.

Removal from Probation

- The student meets the required 3.0 cumulative GPA in the subsequent semester. The student will be listed as “in good academic standing” thereafter.
- The student successfully completes Content Exam I.

Program Dismissal:

- If the student receives a grade of C in two or more graduate athletic training courses or clinical courses within the program.
- If the student receives a grade of D in ANY graduate athletic training course or clinical course.
- Students who do not complete the requirements for remediation may be dismissed from the program and may re-apply for the next cohort.

- If a student is dismissed due to academic performance, academic progress will be delayed by at least one academic year.
- Failure to meet degree requirements in the specified timeframe.
- Failure to meet course requirements in AT 555/ Content Exam II
- Students who do not complete probation requirements may be dismissed from the program and may re-apply for the next cohort.
- Failure to meet the minimum technical standards necessary of an entry level professional.
- Failure to meet the program's expectations within any clinical component.
- Failure to receive a passing grade of B or better in any professional course while on academic probation.
 - Courses passed with a C or better cannot be repeated to improve the professional GPA
- If at any time, it is not mathematically possible to achieve the required 3.0 cumulative GPA by the completion of the following semester, no probationary period will be provided, and the student will be terminated from the MAT program.
- If the student tests positive for drugs during a UM sanctioned drug test- see program policy for alcohol and drug sanctions.
- Failure to report any arrests or legal convictions will result in automatic and immediate dismissal from the MAT program. The student will be ineligible to be re-admitted to the program at the University of Mobile.
- Students who have been convicted of a felony or have pled nolo contendere (no contest) to a felony or a crime involving moral turpitude, are ineligible for clinical placement and are deemed unable to complete program requirements.
- Failure to abide by UM's academic integrity policy. Violations of cheating will not be tolerated.

Reenrollment

- Students who have more than two (2) C's will not be considered for re-enrollment.
- Dismissals due to academic misconduct or grades of "D" or "F" are not eligible to appeal for readmission.
- Students exhibiting unprofessional or illegal behaviors in the classroom or clinical setting, and/or violating academic integrity policy will not be eligible to be considered for re-enrollment or readmission.
- If an appeal is requested: A student who reapplies for admission to the same graduate program after a dismissal must present evidence to the graduate council that he or she has taken measures to improve the probability of performing at the required level in graduate work
 - Upon approval by the graduate council, student will be readmitted on a conditional status until completion of twelve credit hours
 - Any grade of C or below during the first twelve credit hours will be immediately followed by a second dismissal.
 - Upon a second dismissal, a student has exhausted the appeal process.
 - However, successful completion of the first twelve credit hours will return the student to good standing. Student must then follow policy as outlined under "Retention in Graduate Programs".

Readmission After Voluntary Withdrawal or Transfer

- A student who leaves The University and/or Master of Athletic Training program in good standing through voluntary withdrawal may be evaluated for readmission under the following circumstances:
 1. University- Students must apply for readmission to the university if he or she has not registered for one regular term (fall or spring). An application should be submitted to the office of admissions at least three weeks before the opening session in which the student wishes to

continue his or her studies. Submitting an application for readmission does not automatically guarantee admission to the graduate program. Program- Student petitions for reactivation will be considered only one time during their program. Students approved for readmission may be placed on probationary status at the discretion of the MAT Program Director and MAT Admission Committee.

2. Complete an ATCAS application for readmission to the MAT program.
3. At the time of application for readmission, submit a statement, which addresses the reason for the withdrawal or transfer, outlines what will be done by the student to ensure success in the MAT program, and discusses why the student should be given consideration for re-admission. The statement must be written by the student.
4. The student will be required to have a personal interview with the MAT Admission Committee and Program Director. The student's complete academic record, including all clinical evaluations will be reviewed.
5. Readmission is not automatic or guaranteed. Students will be considered as part of the total applicant pool.

University Policy Regarding Readmission into the Same Graduate Program Following Dismissal

After a student has been dismissed from a University of Mobile graduate program, no new application for admission into the same graduate program will be considered until at least two regular academic periods (semesters) or a regular academic period (semester) and a full summer have passed. After this time, an application and application fee must be submitted to the office of admissions. A student who reapplies for admission to the same graduate program after a dismissal must present evidence to the graduate council that he or she has taken measures to improve the probability of performing at the required level in graduate work. Upon approval by the graduate council, student will be readmitted on a conditional status until completion of twelve credit hours. Any grade of C or below during the first twelve credit hours will be immediately followed by a second dismissal. Upon a second dismissal, a student has exhausted the appeal process. However, successful completion of the first twelve credit hours will return the student to good standing. Student must then follow policy as outlined under "Retention in Graduate Programs".

NOTE: Failure to maintain any of the above progression requirements results in academic probation and/or suspension from the Master of Athletic Training professional program. In addition to academic probation or suspension, the student's enrollment in the MAT program may be terminated at any time if, in the judgment of the athletic training faculty, the student demonstrates academic, social, or emotional behaviors or physical problems inappropriate to the practice of athletic training. Students suspended from the athletic training professional program (except those due to positive drug/alcohol testing or crimes involving felonies) may apply for re-admission to the program through the MAT program admission committee. Students suspended twice from the program are ineligible to reapply.

ADMISSION PROCESS

Requirements:

1. Completion of a Bachelor's degree from a regionally accredited college or university
2. Preferred overall undergraduate GPA of 3.0 or better (effective 8/1/2021- no lower than 2.75 will be accepted)
3. Preferred C or better on all prerequisite coursework
4. Minimum of 50 hours of observational hours with an athletic trainer (effective 07/01/22)
5. Current CPR card
6. Completion of Technical Standards
7. Three letters of recommendation- through ATCAS
8. Provide Official transcript for all college/university
9. Curriculum vitae/resume
10. Complete personal statement

The student should submit information for application through Athletic Training Centralized Application System (ATCAS). ATCAS simplifies the athletic training application process by allowing the student to apply to multiple programs with only one application. The application includes sections on biographical information, educational history and record, work and observation experiences, and a personal statement.

Steps for Application

1. Complete an ATCAS application and formally apply to UM- <https://atcas.liasoncas.com/applicant-ux/#/deeplink/programSearch/organization/5567509477217972368> with completed application and all documents submitted and accepted by posted deadline.
 - Provide Official transcripts and enter courses taken from each college/university attended through ATCAS
 - Three evaluations (ATCAS generated) - one evaluation must be from a Certified Athletic Trainer, one from Academic Advisor or Faculty member, one personal or professional contact.
 - Complete the Technical Standards form on ATCAS.
 - Curriculum Vitae along with Personal Statement for Admittance detailing personal and professional goals. Personal statement should be at least 1000 words and focus on previous education, experience, professional interests in athletic training, professional goals, and finally what makes your application stand out above other applicants
 - Submittal of Current CPR (Professional or BLS card).
 - Submit a minimum of 50 hours' observation with a Certified Athletic Trainer. The hours must reflect the experiences the student obtained (i.e. sports covered, athletic training room, physician's office, industrial setting, and clinic).
** This change is effective for the 2022-23 application year.
 - Complete supplemental questions on ATCAS.
2. ATCAS will verify the student's transcripts and complete a review.
3. UM's MAT admission committee will review the applicant's submission and decide if the applicant meets the requirements for an interview.
4. Notification for interviews will be sent via email or by phone. (Interviews are invitation only).
5. The student will meet either in person or via Zoom for the formal interview with the MAT admission committee.
6. The student will be made aware of the MAT admission committee's decision via email.
7. Once selected for admittance into the MAT program, the cost to secure a spot in the program- regardless of early or regular admission- is a 250.00 non-refundable fee that will go directly towards the student's tuition for Term I.

Admission Timeline

- ATCAS application process will open August 1st
- Admission Deadline – April 15th (deadline)
- Rolling Admission until all 14 program spots are filled- closes May 1st

Prerequisites Required- courses may be in progress at the time of application:

Course Must be taken a post-secondary level. (Can be dual enrollment)	Semester Hours (Minimum)	Description of Course	UM Equivalence
Human Anatomy and Physiology I with Lab	3	Can be taken as separate courses: Anatomy and Physiology or together	BIO 201
Human Anatomy and Physiology II with Lab	3	Can be taken as separate courses: Anatomy and Physiology or together	BIO 202
Psychology	3	General or Intro to psychology	PSY 201
Kinesiology/Biomechanics	3	Understanding and analysis of human movement through study of skeletal, muscular and nervous systems	KIN 301
Exercise Physiology	3	Physiological effects of exercise on the body as it relates to all various populations	KIN 351
Nutrition	1	Concepts of various nutritional components, nutritional guidelines for general population, assessment of caloric needs.	KIN 320 and BIO 214
Personal and Community Hygiene/Community Health	3	Basic concepts of wellness and health across a lifespan	KIN 212
Physics	3	Concepts. Must include foundational theories of physics.	PH 301
Statistics	3	Descriptive statistics, probability, central tendency, variability, confidence intervals, correlations, and tests of significance. **May be in any department if it meets general topics listed above	MA 211
Biology	3	Principles, General, Cellular Biology, for science majors, or honors level biology	BIO 211
Chemistry	3	General Chemistry	CH 201

**** Courses are evaluated based on catalog course descriptions and course syllabi. The final decision for approval of a prerequisite being approved lies with MAT faculty.**

**** Courses taken more than 7 years from time of application will not be accepted.**

**** Effective 8/1/2021-**

- Sociology- 3 hours- *will be removed for 2022 admission cycle*
- Research - 3 hours- *will be removed for 2022 admission cycle*

**** Effective 10/1/2021- *Biology II will no longer be required.***

Post Admission Requirements

Upon acceptance into the MAT program, students will be required to submit the following documents to complete their admission packet:

1. Payment of a placeholder fee of 250.00- the cost to secure a spot in the program. This non-refundable fee will go directly towards the student's tuition for Term I (summer).
2. A graduate record will be established once the placeholder fee has been obtained and all application documents have been transferred to the graduate admissions committee.
3. The student will receive a UM student ID and email address.
4. The student will be advised for summer and fall term and registration will open once student ID is obtained. (All official transcripts with date of graduation conferral must be on file by May 20th for summer enrollment)
5. The student will be added to the MAT orientation class through Canvas- there is no cost for this course. (*must be completed by May 30th*)
6. Once orientation is complete the student will be added to Typhon and be advised to add the following documents to the system for review. (*All documents must be loaded prior to May 31st into Typhon*)
 - Technical Standards form
 - Current CPR/ AED card- Adult/ Child/Infant/AED- submitted to ATCAS at time of application.
 - Upload Fingerprinting report (15.00)
 - Background Check (10.00) through Mobile Police Department or any facility that can validate. Should include the following information. (Effective 10/1/2021)
 - 7-year Criminal History for each County of Residence
 - National Sexual Offender Registry- Free- <https://www.fbi.gov/scams-and-safety/sex-offender-registry>
 - Upload proof of primary health insurance
 - Submit a clean 10-panel drug screen- at student's expense- must not be beyond 30 days of starting Term I.
 - Immunization form and verification of records for
 - (MMR) Rubella, Measles, Mumps,
 - Varicella,
 - Hepatitis B,
 - Tetanus, Diphtheria, and Acellular Pertussis (Tdap),
 - Tuberculin Skin Test (TST/PPD)
 - Annual flu shot (only for clinical experiences during flu season).
 - Waivers of immunizations can also be attached.

POINT OF ENTRY REQUIREMENTS

Graduate Student

** Completion of a Bachelor's degree from a regionally accredited college or university
(The school will accept 14 total students per cohort)

1. Apply through ATCAS <https://atcas.liasoncas.com/applicant-ux/#/deeplink/programSearch/organization/5567509477217972368> with completed application and all documents submitted and accepted by posted deadline.

** Students will not be allowed to participate in intercollegiate athletics once they are a current student within the Master of Athletic Training program, regardless of the sport.

Graduate International Students

Students who are not citizens or legal residents of the United States of America are considered international students.

International applications must submit the following:

- completed international application;
- non-refundable application fee;
- financial affidavit;
- photocopy of the following, if transferring from an institution located in the United States: SEVIS I-20, I-94, a valid passport, and transfer eligibility form;
- a degree that is equivalent to the B.S. or B.A. at a United States institution;
- official transcript(s) from institutions attended;
- evaluation and English translation of transcripts from colleges or universities not located in the United States;
- official TOEFL score of 550 or better on the paper-based test, 213 or higher on the computer-based test, or 79-80 or higher on the internet-based test;
- the appropriate official satisfactory test score before enrolling in a graduate level class; and
- a trial schedule as full-time student (9 hours) for graduate students.

Coursework Taken at International Institutions

Undergraduate coursework taken at an international institution must be evaluated for U.S. institution equivalence. International coursework must be evaluated by one of the services listed below. The applicant should contact one of these services.

World Education Services, Inc.
Bowling Green Station
P. O. Box 5087
New York, NY 10274-5087/USA
(212) 966-6311
<http://www.wes.org/>

Josef Silny & Associates, Inc.
International Education Consultants
7101 SW 102 Avenue
Miami, FL 33173/USA
(305) 273-1616
<http://www.jsilny.com/html/about-us.htm>

Educational Credential Evaluators, Inc.
P. O. Box 514070
Milwaukee, WI 53203-3470/USA
(414) 289-3400
<http://www.ece.org/>

International Education Evaluations, Inc.
7900 Mathews-Mint Hill Road, Suite 300
Charlotte, NC 28227
(704)772-0109; Fax: (704)545-2484
www.foreigntranscripts.com

AMERICANS WITH DISABILITIES ACT

The University of Mobile provides accommodations to enable students with disabilities to access The University community, in compliance with Section 504 of the Rehabilitation Act of 1973 [29 U.S.C. 794(a)] and the Americans with Disabilities Act of 1990 (ADA) [42 U.S.C. 12101, et seq.]. Reasonable accommodations are determined based on current documentation and are made on a case-by-case basis. Adherence to academic standards that are essential to a course of study is generally considered non-discriminatory. Students with disabilities are required to maintain the same level of responsibility for their education as other students attending The University of Mobile. These responsibilities including maintaining levels of academic performance expected of all students, meeting class requirements, maintaining appropriate behavior, and following The University's policies and procedures.

Students requesting accommodations from The University of Mobile must self-identify by contacting the Center for Student Success. The University encourages students to request accommodations before the semester begins. If the student chooses to delay providing documentation and/or making a request for accommodations. The University of Mobile will not provide accommodations in a retroactive manner, but will upon the student's request begin the procedure for approving and implementing future accommodations. A reasonable amount of time will be necessary and expected in order for The University to implement these accommodations. Submitting an application for accommodations does not ensure that the student qualifies to receive accommodations.

The Center for Student Success determines the student's eligibility for accommodations and, for eligible students, determines appropriate accommodation. The University of Mobile will provide reasonable accommodation as long as it does not fundamentally alter the nature of the program. In the event that a student is unable to fulfill admission and progression standards, with or without reasonable accommodation, the student will not be admitted into, or be allowed to progress in the Master of Athletic Training.

The Master of Athletic Training program (MAT) at the University of Mobile is mentally and physically rigorous and is designed to place specific requirements on the students enrolled in the program. All MAT athletic training students must be able to meet the Technical Standards guidelines prior to admission. In addition, students are expected to complete all the academic and clinical requirements of the graduate program in athletic training before they are eligible to graduate and/or test with a national credentialing agency such as the Board of Certification exam. The confidentiality of all documents will be maintained in accordance with the applicable law.



UNIVERSITY
of MOBILE

Higher Education for a Higher Purpose
Master of Athletic Training Program Interview Form

Candidate Name: _____ Evaluator's Name: _____

<u>Cumulative GPA</u>	Score _____/4	<u>Prerequisite GPA</u>	Score _____/4
3.50 or above:	4 pts	3.50-or above:	4 pts
3.25-3.49:	3 pts	3.25-3.49:	3 pts
3.00-3.24:	2 pts	3.00-3.24:	2 pts
2.75-2.99	1 pt	2.75-2.99	1 pt
<u>(Below a 2.75- not considered)</u>			

<u>Clinical Experience Hours</u>	Score _____/4
Total hours Observed with an AT (50 hours minimum)	
100 hours obtained =	4 points
99-75 hours obtained=	3 points
74-50 hours obtained=	2 points
49-25 hours obtained=	1 points
24 or less hours=	Will not be considered for admission

<u>Letter of Recommendation Rating</u>	Score (as a whole of all 3 evaluations)
_____/3	
Three evaluations or letters of recommendation will be rated as a whole on a scale of 0-2 points. Evaluators will base these ratings on the overall impression of the student as given by the reference. As stated in the Application Procedures, the Master of Athletic Training at the University of Mobile is seeking students with a commitment to learning and dedication to service and who are willing to embrace the challenges, curriculum and clinical experiences with professionalism, enthusiasm and a positive attitude. References that speak to a student's potential to be successful in the program in these ways will be most beneficial for the acceptance of that student.	
3= candidate is highly recommended	
2= recommended candidate	
1= hesitation in recommending candidate	
0= do not recommend candidate	

Personal Statement Writing Assessment

Excellent: 5 points

- Demonstrates unusual competence
- Thoughtfully written with style & care
- Clearly focused and organized
- Logical presentation
- No writing errors

Good: 4 points

- Demonstrates competence
- Better than adequate response
- Minor errors in organization
- Few writing errors

Average: 3 points

- Suggests competence
- Satisfactory response
- Aspects of question missing

Poor: 2 point

- Suggests incompetence
- Weak response
- Poor thought presentation
- Poor construction

Unacceptable: 0 points

- Demonstrates incompetence
- Lack of effort
- Severe writing errors

Personal Statement Writing Evaluation

Minimum of 1,000 words	<u> </u> /1
Addresses previous experience	<u> </u> /1
Addresses professional goals	<u> </u> /1
Addresses professional interest in athletic training	<u> </u> /1
Addresses how candidate stands out above other applicants	<u> </u> /1
Overall Rating of essay	<u> </u> /5

Score /10

Interview Evaluation of Candidate

Total Interview Score /55

Notes to Interviewer: You are requested to evaluate each applicant thoroughly in each area identified below. Please make an effort to compare this person with others currently interviewing for acceptance into the clinical internship - do not compare to students currently in the program or alumni. Each category should be scored by using a 5-point rating scale. Circle the MOST appropriate rating. There is room to provide supporting comments in each category.

1. Personal Attributes

		Poor	Fair	Good	Very Good	Excellent
a.	Personable	1	2	3	4	5
b.	Confident	1	2	3	4	5
c.	Communication skills	1	2	3	4	5
d.	Eye contact	1	2	3	4	5

Comments:

2. Maturity

		Poor	Fair	Good	Very Good	Excellent
a.	Responsibility	1	2	3	4	5
b.	Professionalism, attire	1	2	3	4	5
c.	Well thought-out and defined goals	1	2	3	4	5
d.	Desire to learn	1	2	3	4	5

Comments:

3. Motivation for Athletic Training

		Poor	Fair	Good	Very Good	Excellent
a.	Ability to work with others	1	2	3	4	5
b.	Service oriented	1	2	3	4	5
c.	Basic knowledge of athletic training	1	2	3	4	5

Comments:

Cumulative GPA score	<u> </u> /4	Personal Statement Evaluation Score	<u> </u> /10
Cumulative Prerequisite GPA	<u> </u> /4	Letter of Reference Rating	<u> </u> /3
Clinical Experience Hours	<u> </u> /4	Interview Score	<u> </u> /55

Total Scores: /80

(There will be a total of 3-4 members of the admission committee the average of the scores will be used for each category and total scores)

- *Below 55 total points – would not be accepted into the MAT program (70% or lower)*
- *56 to 67 total points – Acceptance with reservation (70-84%)*
- *68 to 80 total points – Acceptance without reservation (85-100%)*

EVALUATION OF APPLICATION FOR INTERVIEW

Cumulative GPA: _____ Prerequisite GPA: _____ Last 60 hours GPA: _____

Prerequisites Required- courses may be in progress at the time of application (no more than 7 years from time of app)

Grade	Courses
_____	Human Anatomy and Physiology I with Lab- 4 hours
_____	Human Anatomy and Physiology II with Lab- 4 hours
_____	Psychology- 3 hours
_____	Kinesiology/Biomechanics- 3 hours
_____	Exercise Physiology- 3 hours
_____	Personal and Community Hygiene/Community Health- 3 hours.
_____	Nutrition- 1 hours
_____	Physics I with Lab
_____	Statistics- 3 hours
_____	Biology with Lab
_____	Chemistry I with Lab

Information Received for Application:

- Provide Official transcripts through ATCAS
- One evaluation (letter of recommendation) from Certified Athletic Trainer,
- One evaluation (letter of recommendation) from Academic Advisor,
- One evaluation (letter of recommendation) from Personal or Professional Contact
- Complete the Technical Standards form on ATCAS.
- Curriculum Vitae
- Personal Statement
- Submittal of Current CPR (Professional or BLS card)
- Submit minimum of 50 hours' observation with a Certified Athletic Trainer (HRS: _____)
- Completion of supplemental questions
- Has NO prior misdemeanor or felony listed on application?
- Have all prerequisites been taken with 7 years of application
- Meets Cumulative GPA standard of minimum 2.75

BOARD OF CERTIFICATION EXAM REQUIREMENTS

<https://bocatc.org/candidates/steps-to-become-certified>

In order to attain BOC certification, an individual must complete an entry level athletic training education program accredited by the Commission on Accreditation of Athletic Training Education (CAATE) and pass the BOC certification exam. A list of accredited programs can be found on the CAATE website.

In order to qualify as a candidate for the BOC certification exam, an individual must be confirmed by the recognized Program Director of the CAATE accredited education program.

NOTE: Earning BOC certification does not guarantee the ability to obtain a license to practice athletic training in the United States. Visit the State Regulatory page to view laws and contact information for each state and/or contact the BOC for assistance.

** UM Students cannot sit for the BOC exam until a successful review of the program occurs in spring 2023. This may mean a June/July BOC test date for the first cohort.

BOC FOUNDATIONAL BEHAVIORS OF PROFESSIONAL PRACTICE

Primacy of the Patient

- Recognize sources of conflict of interest that can impact the client's/patient's health.
- Know and apply the commonly accepted standards for patient confidentiality.
- Provide the best healthcare available for the client/patient.
- Advocate for the needs of the client/patient.

Team Approach to Practice

- Recognize the unique skills and abilities of other healthcare professionals.
- Understand the scope of practice of other healthcare professionals.
- Execute duties within the identified scope of practice for athletic trainers.
- Include the patient (and family, where appropriate) in the decision-making process.
- Work with others in effecting positive patient outcomes.

Legal Practice

- Practice athletic training in a legally competent manner.
- Identify and conform to the laws that govern athletic training.
- Understand the consequences of violating the laws that govern athletic training.

Ethical Practice

- Comply with the NATA's Code of Ethics and the BOC's Standards of Professional Practice.
- Understand the consequences of violating the NATA's Code of Ethics and BOC's Standards of Professional Practice.
- Comply with other codes of ethics, as applicable.

Advancing Knowledge

- Critically examine the body of knowledge in athletic training and related fields.
- Use evidence-based practice as a foundation for the delivery of care.
- Appreciate the connection between continuing education and the improvement of athletic training practice.
- Promote the value of research and scholarship in athletic training.
- Disseminate new knowledge in athletic training to fellow athletic trainers, clients/patients, other healthcare professionals, and others as necessary.

Cultural Competence

- Demonstrate awareness of the impact that clients'/patients' cultural differences have on their attitudes and behaviors toward healthcare.
- Demonstrate knowledge, attitudes, behaviors, and skills necessary to achieve optimal health outcomes for diverse patient populations.
- Work respectfully and effectively with diverse populations and in a diverse work environment.

Professionalism

- Advocate for the profession.
- Demonstrate honesty and integrity.
- Exhibit compassion and empathy.
- Demonstrate effective interpersonal communication skills

BOC STANDARDS OF PROFESSIONAL PRACTICE

Preamble

The primary purpose of the Practice Standards is to establish essential duties and obligations imposed by virtue of holding the ATC® credential. Compliance with the Practice Standards is mandatory. The BOC does not express an opinion on the competence or warrant job performance of credential holders; however, every Athletic Trainer and applicant must agree to comply with the Practice Standards at all times.

Standard 1- Direction

The Athletic Trainer renders service or treatment under the direction of, or in collaboration with a physician, in accordance with their training and the state's statutes, rules and regulations.

Standard 2- Prevention

The Athletic Trainer implements measures to prevent and/or mitigate injury, illness and long term disability.

Standard 3- Immediate Care

The Athletic Trainer provides care procedures used in acute and/or emergency situations, independent of setting.

Standard 4- Examination, Assessment and Diagnosis

The Athletic Trainer utilizes patient history and appropriate physical examination procedures to determine the patient's impairments, diagnosis, level of function and disposition.

Standard 5- Therapeutic Intervention

The Athletic Trainer determines appropriate treatment, rehabilitation and/or reconditioning strategies.

Intervention program objectives include long and short-term goals and an appraisal of those which the patient can realistically be expected to achieve from the program. Appropriate patient-centered outcomes assessments are utilized to document efficacy of interventions.

Standard 6- Program Discontinuation

The Athletic Trainer may recommend discontinuation of the intervention program at such time the patient has received optimal benefit of the program. A final assessment of the patients' status is included in the discharge note.

Standard 7- Organization and Administration

The Athletic Trainer documents all procedures and services in accordance with local, state and federal laws, rules and guidelines.

CAATE SITE VISIT INFORMATION

Accreditation is a review of the quality of higher education institutions and programs. The accreditation process is the way students, families, government officials, and the press know that an institution and/or program provides a quality education.

Accreditation is:

- All students must be present during the peer review site visit
- A voluntary quality assurance process
- A peer review course of action
- A method of validation
- Recognition that an institution/program has met standards set forth by the peer reviewing body
- UM's self-study is due to CAATE Summer 2022
- The peer review will be held spring 2023

How will you contribute to the Accreditation Peer Review in spring 2023?

- You will help by working diligently to complete both didactic and clinical class requirements.
- You will help by giving constructive criticism of the program through program evaluations.
- You will help by being an active participant in the learning process and the development of policies and procedures.
- You will help by recognizing your own strengths and weakness and ways to overcome.
- You will help faculty and preceptors highlight the MAT program for peer reviewers
- You will meet with peer reviewers (typically 2-3) for about one hour (as an entire class) during the site visit in which questions will be asked about the program. (Specifically, about the courses, clinicals, assignments, simulations, faculty, preceptors). This is NOT a review of you as an individual it is a review of our program, and it should be easy as long as we have done things the right way (by our policies and procedures) and acted in a way that is open and honest to all stakeholders.



CENTER FOR EXCELLENCE IN HEALTHCARE

Center for Excellence in Healthcare Practice

The College of Health Professions maintains a Skills Laboratory, a Health Assessment Laboratory, and Simulation Center for students located on the second floor of the Weaver Hall Building. These learning resources for the College of Health Professions allows students to develop knowledge, skills, and attitudes necessary for applying theory to athletic training practice.

This learning environment serves students in the Master of Athletic Training program by providing an excellent opportunity for self-directed independent learning and the practice of basic and advanced skills.

The simulation center is equipped with newborn, infant, child, adult and maternal human patient simulators (both mid and high-fidelity) as well as a wide selection of task trainers. The lab is equipped with cameras and recording equipment, which can be used for real-time, shared learning and in debriefing areas. The Simulation Center contains eight simulation rooms and a control room. Rooms contain a variety of simulators ranging from infant to adult with varying abilities for each. Other learning tools kept in the simulation rooms include: defibrillator, 12 lead EKG, crash cart, IV and feeding tube pumps, etc. All rooms have audio-video recording capability.

The School of Health and Sports Science lab contains 5 exam tables, 3 taping tables, Monarch bikes, treadmill, body composition analyzer, posture grid, modalities, therapeutic exercise equipment and storage. The room is set up to resemble an athletic training facility.

The clinical skills lab courses (AT 510-AT 513) are taught within the simulation center and Weaver AT Lab.

CLASS ATTENDANCE POLICY

MAT graduate students are expected to attend all classes in which they are enrolled. Class attendance is a vital part of the academic program. Attendance makes possible the dialogue that is the foundation of the educational process between the athletic training student and the instructor. Absence from class denies students access to the full measure of a college education. In the event an absence is necessary, students are accountable for work missed and a physician's notes must accompany the student for make-up work to be allowed. Preceptors must be notified if the absence will affect a clinical education opportunity.

CLIFTON STRENGTHS FOR STUDENTS

This assessment is done during MAT orientation through Canvas. This assessment will assist faculty and clinical preceptors in knowing their students better.

1. Visit www.strengthsquest.com and select **REDEEM ACCESS CODE**.
2. Enter the access code **CLICK CONTINUE**.
3. Click **REGISTER NOW** and create your login information USING YOUR RAMSMAIL.
4. Think of a password that is between 8 and 15 characters in length that meets two of the following criteria: upper case letters, lower case letters, numbers.

3. The CliftonStrengths for Students is a 45 minute, web-based assessment that measures the presence of talent in 34 areas called “themes.” There are 178 items, appearing as pairs of self-descriptors. **You have 20 seconds to respond to each item.** If you do not respond within that time, the program will automatically take you to the next item.
4. If you lose your connection, visit www.strengthsquest.com and select SIGN IN or RETURNING USER; you will automatically be returned to where you left off.

5. **If there are technical difficulties**, call the Gallup Helpline at 888-211-4049 (8a – 8p M-Th, 8a-6p F, ET) or email strengthsquesthelp@gallup.com.
6. Immediately after you complete the assessment, a personalized web site will appear. Click your name on the left hand side to see your short report and then scroll down to select Signature Themes for a longer version (or you can select each theme individually).
7. On the left side of page under the listing of your 5 Strengths, click “Email your Clifton Strengths Report” and send your report to your Instructor.

Things to remember:

1. This is NOT a test. There are no right or wrong answers, best or worst responses.
2. Never fear...Everyone has strength themes that this assessment will identify.
3. Be true to yourself and go with your first "top of the mind" inclination.
4. Don't answer as you wish you were, or as others would like for you to be.
5. Identify your preferences on as many items as you can. If you skip too many items, or provide too many neutral responses, there will not be enough information to assess your strengths.

COMMUNICATING WITH FACULTY

Students are encouraged to stay connected to their faculty advisors and course faculty. Faculty members are available to provide assistance with concerns related to course content, examinations, and writing assignments. Several resources are available for students to communicate with faculty. Most faculty and staff are on The University of Mobile voice mail system. If the individual you are attempting to contact does not answer the telephone, the voice mail system is activated, and students may leave a message regarding the purpose of your call. In addition, leave your full name, telephone number, and a time that may be convenient to return your call. It will be important that you speak slow and distinctly as you leave your information. A listing of these numbers is provided in the faculty directory on the Master of Athletic Training website. All faculty and staff maintain a University of Mobile email account. Students may email faculty and these addresses are published in the faculty directory. With any email communication, include your full name and course number.

1. Please label your email with a subject- include the class you are referring
2. Please read through your email for grammatical errors and to make sure your intent in the email has been relayed properly.
3. Please be courteous and know that written words can never be taken back nor can sarcasm or joking be interpreted by the reader.

COSTS ASSOCIATED WITH MAT

Covered by UM once admitted into Program

CPR Certification:

CPR certification must be maintained throughout the entire program. Students will not be allowed to start a clinical assignment without these certifications. Please check due dates on certification to prevent lapses in certification. Re-certification classes will be held at various times throughout the year. Students may use the American Red Cross or American Heart Association. CPR certification must be current at the time of application and throughout the first year of the MAT. Students whose certifications expire during a clinical rotation will be suspended from that rotation until re-certification is completed. This may adversely affect the required obtainment of clinical hours as well as the ability to perform clinical proficiencies.

Drug Testing

Some clinical sites require a mandatory drug screening prior to the start of clinical experience. Failure to pass the drug screening will result in student removal from the site and the program. The student will also fall under the University of Mobile student handbook policy for drug and alcohol violations.

Proof of Liability Insurance Coverage:

Students are covered under the University of Mobile's professional liability policy for all clinical experiences. Students are required to purchase additional professional liability coverage if they want to obtain additional hours during the Christmas break or summer term that are not directly tied to a graduate course.

MAT Orientation- through Canvas

Blood Borne Pathogen Training

Students are required to have yearly Blood Borne Pathogen Training while in the Athletic Training Program. The program will provide the training. If the student is absent the day that the training occurs, he/she will need to complete the training prior to completing any clinical experiences. Proper equipment is available at all clinical sites for disposal of hazardous waste.

Exposure incidents should be reported immediately to the Preceptor and Clinical Coordinator of Education.

HIPAA Training

Students will complete HIPAA training through the Canvas orientation module prior to the Term I start date. The training will consist of an assessment of materials learned. This is required prior to starting clinical rotations.

FERPA Training

Family Educational Rights and Privacy Act training will complete this training through the Canvas orientation module prior to the Term I start date. The training will consist of an assessment of materials learned. This is required prior to starting clinical rotations.

Typhon Group

The university will cover the cost (90.00) of joining Typhon Group to assist the student with forms and documents throughout their time as a student. This is a one-time fee for the 2-year program.

Student Responsibility-

	Year 1	Year 2
Tuition (555 credit hour)	Tuition (34 credits summer, fall and spring= 18,870	Tuition (28 credits summer, fall, spring = 15,540
Comprehensive Fee	950 (425 Fall and Spring, 100 Summer)	950
Parking and Transportation fee	180	120
Housing- if necessary	5,700 Fall and spring only	5,700 Fall and spring only
BOC certification exam		330- set by BOC
BOC practice exam		60
Background Check and fingerprinting- prior to first term	25.00	
NATA membership		80.00
Textbooks	400.00	300.00
Clothing	variable	variable
ACES and travel		250.00
Travel (gas for travel to clinicals)	500	500
Immunizations	100	
SEATA conference and travel	150	150
Graduation fee		85

Course Fees

AT 510	Clinical Skills Lab I	50.00
BIO 525	Human Gross Anatomy	90.00
AT 511	Clinical Skills Lab II	50.00
AT 512	Clinical Skills Lab III	50.00
AT 513	Clinical Skills Lab IV	50.00
AT 580	Advanced AT Techniques	105.00

Student Costs explained:

Background Check

All students are required to complete background checks and fingerprinting. This can be done through the Mobile Police Department or any similar agency. Background checks must be completed and uploaded into Typhon prior to the Term I start date. (Mobile Police Department- cost of background check is 10.00 and fingerprinting 15.00). Students must be aware that background checks can affect the student's eligibility for enrollment.

Proof of Health Insurance

Students must have valid health insurance that covers them for sickness and accidents. This policy should be effective year-round due to the graduate program spanning the 24 months. Proof of insurance will be required annually.

National Athletic Trainers Association Membership

This is required within (AT 585) prior to the capstone course. New student membership from NATA is currently 80.00.

Textbooks

Costs may be from \$200-\$400 a semester for textbooks. Students are responsible for associated laboratory/course fees associated with the university.

Uniforms/ Fanny Packs

Students are currently provided 1 polo shirt, 1 t-shirt, and a fanny pack at no charge. Additional attire (khaki shorts/pants, tennis shoes, jackets, dress clothes) are the responsibility of the student. The typical cost will be \$100-\$200 a year.

Travel to Off Campus Clinical Sites/ Assignments

Students are responsible for obtaining transportation to/from a designated off campus clinical affiliated site. Some of our sites are beyond the geographical proximity of UM's campus, therefore a mode of transportation is necessary.

Graduation Fees

The student must pay for master cap, gown, and hood purchase, variable costs. Information is available in the bookstore.

Immunizations

Hepatitis B waiver may keep the student from certain clinical experiences. The cost of vaccinations is variable and can typically be obtained through a local pharmacy at reduced costs. (\$25.00-\$100.00)

SEATA Conference/ Clinicals/ Volunteer

Some costs associated with travel to Atlanta, GA and from clinical experience sites or special athletic training events such as field trips (\$25), SEATA conference (hotel and meals (\$100), and volunteer experiences (\$25 a year) will be the responsibility of the student. Conference registration and travel will be covered by UM ***

BOC Practice Test and Certification Exam

The BOC Practice test will be used during the final year as a way for the student to access familiarity with the BOC test format. Cost of the practice BOCs is \$30.00 per test. The university will cover the cost of the first test only. The cost of the BOC certification exam during the students last semester is the responsibility of the student, currently \$330.00 each test. ***

*****Costs of these items may be variable. *****

CRIMINAL BACKGROUND CHECK POLICY

The Master of Athletic Training recognizes its role in maintaining a safe environment for students and patients/clients. Health care agencies require employees and students to meet local and state regulations. Therefore, a background check is required for all graduate athletic training students enrolled in the Master of Athletic Training (MAT) Program. Certain arrests or convictions, which could jeopardize the health and safety of patients, may render a student ineligible for placement in a clinical agency. Ineligibility for placement in a clinical agency to perform athletic training skills needed for completion of clinical objectives will result in course failure and dismissal from the athletic training program.

Joint Commission guidelines mandate criminal background checks on all employees, volunteers and students. Additionally, healthcare agencies are requiring background checks and drug testing for students working in clinical settings. Therefore, all graduate athletic training students entering the Master of Athletic Training Program (MAT) will consent to and complete a certified criminal background check. Failure to submit a certified criminal background check will suspend the matriculation process and/or enrollment in any graduate courses.

The Criminal Background Check will include a local and national review of relevant records including county of residence criminal records, residence history for the last 7 years, Social Security verification, nationwide sexual offender registry, and nationwide healthcare fraud and abuse scan.

Background Checks

- New students: All students are required to complete background checks and fingerprinting by Mobile Police Department or similar agency to be completed prior to the first day of class during the first semester. The cost of background check is \$10.00 and fingerprinting \$15.00. Students are given instructions on completing this task many months' prior to the deadline. Failure to have the background check completed in time will result in a loss of clinical time. Students may also be required to have additional checks once enrolled in the program. The Master of Athletic Training program must certify to clinical agencies, where students participate in clinical activities, that each student has had a negative background check with no adverse finding.
- Matriculated students: Supplemental or additional background checks may be required to meet the requirements of a clinical agency. Once enrolled in the MAT Program, students are compelled to disclose any legal or criminal convictions or arrests within a three (3) day time period.

Student Disqualification Guidelines

- A student will be denied clinical placement by a health care facility and will be dismissed from MAT program in which they are enrolled if the student admits to, or if a Certified Criminal Background Check reveals charges for one or more of the following crimes:
 - murder, manslaughter, carjacking, use of a weapon in the commission of a crime, robbery or theft (including, but not limited to, theft by falsification of financial records or embezzlement), passing worthless checks, credit card fraud/fraudulent use of a credit card, forgery, identity theft, burglary, arson, kidnapping, false imprisonment, home invasion, assault, battery, resisting arrest with violence, domestic violence, any stalking offense, rape, sexual battery, trespass for sexual purposes (peeping), lewd and lascivious behavior (an act upon a child and/or in the presence of a child), child abuse, child abandonment, child neglect, any crime involving physical violence against a child, possession of child pornography, exploitation/neglect/abuse of a disabled adult or elderly person, sale/delivery/trafficking in narcotics, felony possession of a controlled substance, any other felony level offense involving violation of a drug abuse prevention and control law(including but not limited to

felony level possession/sale/purchase/manufacture/use of controlled substance in violation of applicable law), felony driving while intoxicated or under the influence of drugs or alcohol, falsification of prescription records, hate crimes, terrorism, and/or escape or attempted escape from incarceration.

Consequences for a Criminal History

- If a criminal background report indicates any positive criminal history, the MAT Program Director and the Dean of the School of Health and Sports Science will send a letter to the student requesting a written explanation of the indicated incident(s).
- If the student challenges the information in the report as erroneous, the MAT Program Director will ask for further details to determine whether the information is accurate.
- If the student responds that the positive criminal history report is accurate, the MAT Program Director and the Dean for the School of Health and Sports Science will notify the student in writing that they will be unable to attend the University of Mobile and withdrawal from the MAT program is mandated.
- Students who have been convicted of a felony or have pled nolo contendere to a felony or a crime involving moral turpitude, are ineligible for clinical placement and are deemed unable to complete program requirements.
- A student who engages in illegal and/or immoral activities and/or who exhibits unprofessional conduct which directly or indirectly endangers the health or well-being of another will be subject to dismissal from the program.
- The criminal background report will be held in the strictest confidence; only those individuals who have a need to know related to the student's enrollment and academic progress (e.g. clinical agency placement) will have access to this information.

DISCLOSURE OF LEGAL/CRIMINAL CONVICTIONS AND ARRESTS

Students enrolled in the MAT Program must report any arrests or legal/criminal convictions including, but not limited to, misdemeanors, felonies, sexual offender convictions or government sanctions. If a student is convicted of any criminal offense(s) other than minor traffic violations subsequent to the criminal background check(s) obtained under this policy, the student is required within three (3) days after such conviction to report to the Program Director the date and nature of the conviction. Failure to report any arrests or legal convictions will result in automatic and immediate dismissal from the MAT program. The student will be ineligible to be re-admitted to the program at the University of Mobile.

**CRIMINAL BACKGROUND CHECK POLICY AND PROCEDURE STUDENT
ACKNOWLEDGMENT CONSENT**

I, _____, have read the University of Mobile's Master of Athletic Training Program (MAT) Criminal Background Check Policy and Procedure, and understand that it is a precondition to assignment to or placement with any affiliating clinical agency. By my signature below, I hereby give my complete and voluntary consent to have a Certified Criminal Background Check as required by the Master of Athletic Training Program.

I understand that pursuant to UM's MAT Program's policy, an unfavorable Certified Background Check or refusal to submit to a Certified Background Check may result in dismissal from the program that I am currently enrolled. I understand that I may be subject to additional Certified Background Checks while enrolled in the MAT program. Any adverse finding may result in dismissal from the MAT program.

I understand that I must be compliant with the Criminal Background Check Policy and Procedure and once enrolled in the MAT program, I must disclose any legal or criminal convictions and/or arrests within a three (3) day time period.

This notarized document constitutes my consent for a Certified Criminal Background Check by a Master of Athletic Training designated vendor. It also constitutes consent for the vendor to release the results of my Certified Criminal Background Check to the Master of Athletic Training Program Director and for the Program Director to release my background information as required to any clinical agency where I am assigned.

In Witness Whereof, this instrument is executed this the ____ day of _____, 20_____.

WITNESS

Signature Applicant's Signature

Applicant's Printed Name

STATE OF _____

COUNTY OF _____

On this ____ day of _____, 20_____, before me appeared _____.

To be known to be the person described in and who executed the foregoing instrument.

Given under my hand and seal on the day and year above written.

SEAL _____ My Commission Expires: _____

DEFINITION OF FULL-TIME GRADUATE STUDENT

The definition for a full-time graduate student is six to ten (6-10) hours per academic period (semester). However, based off the MAT program curriculum hours per semester can range from 7-15 hours.

DEFINITION OF TERMS

ACCREDITATION- Accreditation is a process of validation in which programs, colleges, universities and institutions of higher learning are evaluated. The standards for accreditation are set by a peer review board. The Commission on Accreditation of Athletic Training Education (CAATE), recognized by CHEA, is the sole programmatic accreditor in athletic training and accredits professional and post-professional degree programs and post-professional residency programs.

ADVANCED CLINICAL PRACTICE- Advanced clinical practice defines a level of athletic training practice that incorporates extended and expanded skills, experience and knowledge in assessment, planning, implementation, diagnosis and evaluation of the care required. Athletic trainers practicing at this level are educationally prepared at the post-professional level with advanced education and training within athletic training and may work in either a specialist or generalist capacity.

AFFILIATION AGREEMENT: A formal agreement between the program's institution and a facility where the program wants to send its students for course-related and required off-campus clinical education. This agreement defines the roles and responsibilities of the host site, the affiliate, and the student.

ASSESSMENT PLAN: A description of the process used to evaluate the extent to which the program is meeting its stated educational mission, goals, and outcomes. The assessment plan involves the collection of information from a variety of sources and must incorporate assessment of the quality of instruction (didactic and clinical), quality of clinical education, student learning, and overall program effectiveness. The formal assessment plan must also include the required student achievement measures identified in Standard 5. The assessment plan is part of the framework.

ATHLETIC TRAINERS: Health care professionals who render service or treatment, under the direction of or in collaboration with a physician, in accordance with their education and training and the state's statutes, rules, and regulations. As a part of the health care team, services provided by athletic trainers include primary care, injury and illness prevention, wellness promotion and education, emergent care, examination and clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions.

ATHLETIC TRAINING STUDENT- A student currently enrolled in courses while matriculating through a CAATE accredited professional education program.

ATHLETIC TRAINING CLINICAL EXPERIENCES: Direct client/patient care guided by a preceptor who is an athletic trainer or physician. Athletic training clinical experiences are used to verify students' abilities to meet the curricular content standards. When direct client/patient care opportunities are not available, simulation may be used for this verification.

BOARD OF CERTIFICATION (BOC)-Board of Certification (BOC) is the credentialing agency that provides a certification program for the entry level athletic training profession. The only accredited

certification program for ATs in the United States. Establishes both the standards for the practice of athletic training and the continuing education requirements for BOC Certified Athletic Trainers (ATs).

CERTIFICATION- A voluntary process by which a practitioner's entry-level knowledge and skills are demonstrated and measured against a defined standard. The BOC is the only NCCA accredited certification program in the U.S.

CLINIC- Athletic Training facility, historically referred to as the "athletic training room."

CLINICAL DECISION MAKING- "Clinical decision making is a contextual, continuous, and evolving process, where data are gathered, interpreted, and evaluated in order to select an evidence-based choice of action." (Source DOI: <http://dx.doi.org/10.1016/j.profnurs.2014.01.006>)

CLINICAL EDUCATION: A broad umbrella term that includes three types of learning opportunities to prepare students for independent clinical practice: athletic training clinical experiences, simulation, and supplemental clinical experiences.

CLINICAL SITE: A facility where a student is engaged in clinical education. Contemporary expertise: Knowledge and training of current concepts and best practices in routine areas of athletic training, which can include prevention and wellness, urgent and emergent care, primary care, orthopedics, rehabilitation, behavioral health, pediatrics, and performance enhancement

CONTEMPORARY EXPERTISE- Knowledge and training of current concepts and best practices in routine areas of athletic training, which can include prevention and wellness, urgent and emergent care, primary care, orthopedics, rehabilitation, behavioral health, pediatrics, and performance enhancement. Contemporary expertise is achieved through mechanisms such as advanced education, clinical practice experiences, clinical research, other forms of scholarship, and continuing education. It may include specialization in one or more of the identified areas of athletic training practice. An individual's role within the athletic training program should be directly related to the person's contemporary expertise.

COMPETENCE- "Professional competence is the habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values, and reflection in daily practice for the benefit of the individual and community served. Competence builds on a foundation of clinical skills, scientific knowledge and moral development." (Source: Epstein RM. Hundert EM. Defining and Assessing Professional Competence. JAMA 2002;287(2):227-235)

CONTINUING EDUCATION (CE)- "The term continuing education (CE) is an all-encompassing term within a broad spectrum of post- secondary learning activities and programs. Within the healthcare professions the terms continuing medical education (CME) is commonly used. Credentialed professionals are often required to engage in CE activities and report the CEUs to the appropriate credentialing or licensing agency as a condition of maintaining their credentials to practice." (Source: www2.ed.gov/about/offices/list/ous/international/usnei/us/ceu.doc)

CONTINUING EDUCATION UNIT (CEU)- Required professional development for athletic trainers. ATs must complete 50 CEUs each 2-year reporting period.

DISABLEMENT MODEL- Conceptual models that provide a framework for clinical practice and research. They conceptualize patient function as an interaction between a person's health condition, environmental factors, and personal factors (World Health Organization). The athletic training profession has adopted/endorsed the World Health Organization's International Classification of Functioning, Disability, and Health (ICF) as the preferred disablement model for the profession.

DURABLE MEDICAL EQUIPMENT: Equipment that can withstand repeated use, is primarily and customarily used to serve a medical purpose, is generally not useful to a person in the absence of an illness or injury, and is appropriate for use in the home.

EAP- Emergency action plan for all activity facilities (fields, courts, clinics, etc.).

Electronic health record: A real-time, patient-centered, and HIPAA-compliant digital version of a patient's paper chart that can be created and managed by authorized providers across more than one health care organization.

EVIDENCE-BASED PRACTICE: The conscientious, explicit, and judicious use of current best evidence in making decisions about the care of an individual patient. The practice of evidence-based medicine involves the integration of individual clinical expertise with the best available external clinical evidence from systematic research. Evidence based practice involves the integration of best research evidence with clinical expertise and patient values and circumstances to make decisions about the care of individual patients.

FELLOWSHIP- Post-professional Athletic Training Fellowship Programs are formal education and training programs that offer structured mentorship, including didactic and clinical components, to educate athletic trainers in a sub-specialty area. Fellowships require formal sub-specialty training beyond the successful completion of a residency program. (This is not associated with the NATA Fellows which is an award program.)

FIRST-TIME PASS RATE ON THE BOARD OF CERTIFICATION EXAMINATION: The percentage of students who take the Board of Certification examination and pass it on the first attempt. Programs must post the following data for the past three years on their website: the number of students graduating from the program who took the examination; the number and percentage of students who passed the examination on the first attempt; and the overall number and percentage of students who passed the examination, regardless of the number of attempts.

FRAMEWORK: A description of essential program elements and how they're connected, including core principles, strategic planning, curricular design (for example, teaching and learning methods), curricular planning and sequencing, and the assessment plan (including goals and outcome measures).

HEALTH CARE PROVIDERS: Individuals who hold a current credential to practice the discipline in the state and whose discipline provides direct patient care in a field that has direct relevancy to the practice and discipline of athletic training. These individuals may or may not hold formal appointments to the instructional faculty.

HEALTH CARE INFORMATICS: The interdisciplinary study of the design, development, adoption, and application of information-technology-based innovations in the delivery, management, and planning of health care services.

HEALTH LITERACY: The degree to which an individual has the capacity to obtain, process, and understand basic health information and services in order to make appropriate health decisions.

HEALTH-RELATED QUALITY OF LIFE- A multi-dimensional concept that includes domains related to physical, mental, emotional, and social functioning. It goes beyond direct measures of population health, life expectancy, and causes of death, and focuses on the impact health status has on quality of life. (Source: [Office of Disease Prevention and Health Promotion](#))

IMMERSIVE CLINICAL EXPERIENCE: A practice-intensive experience that allows the student to experience the totality of care provided by athletic trainers.

INTERNATIONAL CLASSIFICATION OF FUNCTIONING, DISABILITY, AND HEALTH (ICF): A conceptual model that provides a framework for clinical practice and research. The ICF is the preferred model for the athletic training profession.

INTERPROFESSIONAL EDUCATION: When students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes.

INTERPROFESSIONAL PRACTICE: The ability to interact with, and learn with and from, other health professionals in a manner that optimizes the quality of care provided to individual patients.

(STATE) LICENSURE- Regulated process established by statute whereas it would be illegal for an individual to practice without a license.

MEDICAL DIRECTOR: Currently licensed allopathic or osteopathic physician who is certified by an ABMS- or AOA approved specialty board and who serves as a resource regarding the program's medical content.

MEMORANDUM OF UNDERSTANDING: Document describing a bilateral agreement between parties. This document generally lacks the binding power of a contract.

MENTORING- To advise or train. To provide guidance and instruction.

NATIONAL ATHLETIC TRAINERS' ASSOCIATION (NATA)- The National Athletic Trainers' Association (NATA) is the largest professional association for athletic trainers and provides resources, education, best practices and advocacy for athletic trainers.

OUTCOMES: Indicators of achievement that may be quantitative or qualitative.

PATIENT-CENTERED CARE: Care that is respectful of, and responsive to, the preferences, needs, and values of an individual patient, ensuring that patient values guide all clinical decisions. Patient-centered care is characterized by efforts to clearly inform, educate, and communicate with patients in a compassionate manner. Shared decision making and management are emphasized, as well as continuous advocacy of injury and disease prevention measures and the promotion of a healthy lifestyle.

PHYSICIAN: Health care provider licensed to practice allopathic or osteopathic medicine. Physiological monitoring systems: Ongoing measurement of a physiological characteristic. Examples include heart rate monitors, pedometers, and accelerometers.

PRECEPTOR: Preceptors supervise and engage students in clinical education. All preceptors must be licensed health care professionals and be credentialed by the state in which they practice. Preceptors who are athletic trainers are state credentialed (in states with regulation), certified, and in good standing with the Board of Certification. A preceptor's licensure must be appropriate to his or her profession. Preceptors must not be currently enrolled in the professional athletic training program at the institution. Preceptors for athletic training clinical experiences identified in Standards 14 through 18 must be athletic trainers or physicians.

PROFESSIONALISM: Relates to personal qualities of honesty, reliability, accountability, patience, modesty, and self control. It is exhibited through delivery of patient-centered care, participation as a

member of an interdisciplinary team, commitment to continuous quality improvement, ethical behavior, a respectful demeanor toward all persons, compassion, a willingness to serve others, and sensitivity to the concerns of diverse patient populations.

PROFESSIONAL PREPARATION: The preparation of a student who is in the process of becoming an athletic trainer (AT). Professional education culminates with eligibility for Board of Certification (BOC) certification and appropriate state credentialing.

PROFESSIONAL PROGRAM: The graduate-level coursework that instructs students on the knowledge, skills, and clinical experiences necessary to become an athletic trainer, spanning a minimum of two academic years. Professional socialization: Process by which an individual acquires the attitudes, values and ethics, norms, skills, and knowledge of a subculture of a health care profession.

PROGRAM GRADUATION RATE: Measures the progress of students who began their studies as full-time degree-seeking students by showing the percentage of these students who complete their degree within 150% of “normal time” for completing the program in which they are enrolled. Programs must post the following data for the past three years on their website: the number of students admitted to the program, the number of students who graduated, and the percentage of students who graduated.

PROGRAM RETENTION RATE: Measures the percentage of students who have enrolled in the professional program who return to the institution to continue their studies in the program the following academic year. Programs must post the following data for the past three years on their website: the number of students who enrolled in the program, the number of students returning for each subsequent academic year, and the percentage of students returning for each subsequent academic year.

QUALITY ASSURANCE-Systematic process of assessment to ensure that a service is meeting a desired level.

QUALITY IMPROVEMENT- is systematic and continuous approach to the analysis of practice performance that results in measurable improvement of patient care in a targeted patient group. Quality improvement includes identifying errors and hazards in care; understanding and implementing basic safety design principles such as standardization and simplification; continually understanding and measuring quality of care in terms of structure, process, and outcomes in relation to patient and community needs; and designing and testing interventions to change processes and systems of care, with the objective of improving quality.

RESIDENCY- Post-professional Athletic Training Residency Programs are formal educational programs that offer structured curricula and mentorship, including didactic and clinical components, to educate athletic trainers in a specialty area. They are designed to build upon and expand the athletic trainer’s knowledge and experience acquired during professional (entry-level) education (for the CAATE defined areas of specialization: <https://caate.net/residency-programs/>).

SCHOLARSHIP- Scholarly contributions that are broadly defined in four categories. (Sources: Boyer EL. Scholarship Reconsidered: Priorities of the Professoriate. San Francisco, CA: Jossey-Bass; 1991) Scholarship of discovery contributes to the development or creation of new knowledge. Scholarship of integration contributes to the critical analysis and review of knowledge within disciplines or the creative synthesis of insights contained in different disciplines or fields of study. Scholarship of application/practice applies findings generated through the scholarship of integration or discovery to solve real problems in the professions, industry, government, and the community. Scholarship of teaching contributes to the development of critically reflective knowledge associated with teaching and learning.

SIMULATION: An educational technique, not a technology, to replace or amplify real experiences with guided experiences that evoke or replicate substantial aspects of the real world in a fully interactive manner.

SOCIAL DETERMINANTS OF HEALTH: The conditions in which people are born, grow, live, work, and age. These circumstances are shaped by the distribution of money, power, and resources at global, national, and local levels.

SOCIOECONOMIC STATUS: The social standing or class of an individual or group, frequently measured in terms of education, income, and occupation. Socioeconomic status has been linked to inequities in access to resources, and it affects psychological and physical health, education, and family well-being.

SUPERVISION: Supervision occurs along a developmental continuum that allows a student to move from interdependence to independence based on the student's knowledge and skills as well as the context of care. Preceptors must be on-site and have the ability to intervene on behalf of the athletic training student and the patient. Supervision also must occur in compliance with the state practice act of the state in which the student is engaging in client/patient care.

SUPERVISED AUTONOMY- Allows for direct supervision of the student while mentoring the student to foster the independent, but guided, application of clinical proficiencies and critical thinking skills to match the individual student's level of clinical competency (Sexton, 2009).

SUPPLEMENTAL CLINICAL EXPERIENCES: Learning opportunities supervised by health care providers other than athletic trainers or physicians.

SPECIALIZATION/SPECIALIST- The primary purpose of specialization in any health care profession is to improve the quality of care provided to patients, to enhance clinical outcomes, and ultimately, to improve the patient's health related quality of life. Specialties within a discipline arise in response to the development of new knowledge and skills in a finite area of practice that can positively affect clinical outcomes and patient quality of life. Specialization in a health care field requires significant clinical experience in a prescribed content area, a sustained training effort, and culminates in a valid credential denoting clinical expertise

SPECIALTY CERTIFICATION- Specialty certification is a credential earned through a post-professional education and training process such as an accredited residency in a specialized area of clinical practice. The BOC Specialty Council oversees AT specialties.

STATE LICENSURE- Regulated process established by statute whereas it would be illegal for an individual to practice without a license.

SUPPORT PERSONNEL- An unlicensed, on-credentialed individual who performs tasks designated by a Certified Athletic Trainer, properly credentialed by the state. These individuals are not permitted to provide patient care. Non-patient care services such as facility maintenance, stocking supplies, preparing equipment for use, inventory and cleaning may be performed by support personnel

TECHNICAL STANDARDS- The physical and mental skills and abilities of a student needed to fulfill the academic and clinical requirements of the program. The standards promote compliance with the Americans with Disabilities Act (ADA) and must be reviewed by institutional legal counsel.

DRUG TESTING FOR UNIVERSITY AND PROGRAM

CAMPUS DRUG & ALCOHOL POLICY

The University of Mobile aims to foster an alcohol-and-drug-free environment in which to work, live, learn, and grow. The University of Mobile is therefore, a “dry campus.” The purpose of this policy is to ensure a safe environment that is consistent with the mission of the University as a Christ-centered academic community.

Alcohol

No alcoholic beverages may be brought or consumed on University property, school grounds, or during university related activities or trips even if the student is twenty-one years of age. Any student found consuming, in possession, under the influence of, or in the presence of alcohol will be subject to University disciplinary action. Alcoholic beverages include, but are not limited to Beer, Liquor, Wine, Powdered Alcohol or other beverages with alcohol content. The use, possession or distribution of alcoholic beverages, (or use of any substance with the intent of becoming impaired/intoxicated) by students of the University of Mobile is prohibited and violates this policy as well as the University’s standard of conduct.

1. First offense sanctions include: Fine of \$100, Educative Sanctions including the completion of a 4 hour Drug and Alcohol Awareness Course at the student’s expense and 3 hours of staff mentoring assigning the student to a staff member for accountability and tasks, assignments or experiences which a student is obligated to complete, 10 hours of Campus Service, and Disciplinary Probation which implies that the individual’s standing within the University is in jeopardy and that further negligent or willful violations will normally result in immediate suspension or expulsion.
2. Second offense sanctions include: Fine of \$200, Educative Sanctions including the completion of an 8 hour Drug and Alcohol Awareness Course at the student’s expense, 20 hours of Campus Service, and Disciplinary Probation which implies that the individual’s standing within the University is in jeopardy and that further negligent or willful violations will normally result in immediate suspension or expulsion.
3. Third offense sanctions include: Disciplinary Dismissal permanently removing the student from the University of Mobile. Once a student has been dismissed, he or she is not eligible for readmission. Disciplinary dismissal is permanently recorded on the student’s academic record maintained by the Registrar’s Office.

Drugs

The purchase, possession, use, sale, or distribution of drug paraphernalia or any substance of abuse (including misuse of prescribed medications or use of any substance with the intent of becoming impaired/intoxicated) is prohibited. A substance of abuse includes but is not limited to any form of marijuana, narcotics, stimulants, hallucinogenic, sports enhancement or “street drug,” and any other controlled substances as defined by law. The University of Mobile does not tolerate the use and possession of illegal drugs.

1. First offense sanctions include: Fine of \$250, Educative Sanctions including the completion of an 8 hour Drug and Alcohol Awareness Course at the student’s expense 3 hours of staff mentoring assigning the student to a staff member for accountability and tasks, assignments 30 or experiences which a student is obligated to complete, 30 hours of Campus Service, and Disciplinary Probation which implies that the individual’s standing within the University is in jeopardy and that further negligent or willful violations will normally result in immediate suspension or expulsion.
2. Second offense sanctions include: Disciplinary Suspension separating the student from the University for the remainder of the semester (and/or the following semester if the

violation occurs in the last month of the semester). This prohibits attendance at any classes, social events or other functions, and visiting University grounds or buildings unless by written permission. A suspension will be recorded on the student's transcript until suspension expires. Suspensions may be indefinite.

3. **Third Offense sanctions include: Disciplinary Dismissal** permanently removing the student from the University of Mobile. Once a student has been dismissed, he or she is not eligible for readmission. Disciplinary dismissal is permanently recorded on the student's academic record maintained by the Registrar's Office. Distribution of drugs will not be tolerated and will be considered a third offense resulting in disciplinary dismissal from the University. Violation of University drug and alcohol policies may also be crimes under the statutes in the State of Alabama Criminal Code and may be reported to the appropriate law enforcement officials and subject to criminal prosecution.

Violation through Implied Consent: As it is difficult to accurately determine degrees of culpability, all students present in a room or area at the time of an alcohol or drug violation will generally be held responsible for such violation. The student's implied participation in the misconduct does not depend on whether the student is actively participating in the behavior, is in possession of the prohibited items, or how long the student has been in the room. The possession of empty alcoholic beverage containers and/or drug paraphernalia on campus will be considered strong evidence that alcohol and drug regulations have been violated. Students are advised in advance to avoid such situations, which may put them at risk of disciplinary action. Additionally, an academic department or program, co-curricular program or student organization may also test for drugs and alcohol and apply additional sanctions; see department, program or organization supervisor for details. All students are subject first to the Student Handbook and then may face additional sanctions from their specific academic department or program, co-curricular program or student organization.

Drug and Alcohol Safe Haven Program

The University strongly encourages that students with drug or alcohol dependency seek immediate counseling and any medical assistance to cease all use of drugs or alcohol. Limited on-campus drug and alcohol counseling is available for University of Mobile students upon request. The Student Success Center is available to provide referrals and assist currently enrolled students in obtaining counseling appropriate to their needs. Any student can voluntarily request substance abuse evaluation and treatment prior to any reasonable suspicion of use or campus incident involving drugs or alcohol without fear of being sanctioned in accordance with the Drug and Alcohol Policy. However, a student is NOT eligible for the Drug and Alcohol Safe Haven Program ("Safe Haven Program"):

1. More than 1 time;
2. After he or she has received a Notification of Testing;
3. After testing positive;
4. After being found in possession of any prohibited substance;
5. After being arrested, detained or other documented involvement in alcohol-related behaviors such as DUI/DWI, underage drinking, or possession, or drunk or disorderly conduct.

The Safe Haven Program is not a defense to disciplinary action where a violation of the University of Mobile's Drug and Alcohol Policy has already occurred. The University of Mobile Student Success Center and University Counselor will work with the student to prepare a Safe Haven treatment plan, which may include confidential drug testing at the student's expense. The student will be tested for drugs and alcohol upon entry into the Safe Haven Program and such a positive initial test will not result in any administrative sanctions. A student will be permitted to remain in the Safe Haven Program for a reasonable period of time, not to exceed thirty (30) days, as determined by the treatment plan. The student must comply and cooperate with the established treatment plan, and must provide proof of success upon completion of the Safe Haven Program, including submission to a follow-up drug test. If a student is determined to have new drug and/or alcohol use after the initial Safe Haven Program follow-up test, or

fails to comply or cooperate with the Safe Haven Program treatment plan, the student will be removed from the Safe Haven Program and will be subject to appropriate disciplinary actions as detailed in the University of Mobile's Drug and Alcohol Policy.

STUDENT HANDBOOK

<http://catalog.umobile.edu/mime/media/view/26/1932/University+Student+Handbook+2020-2021+Revised.pdf>

PROGRAM DRUG TESTING

The MAT student must show proof of a negative 10-panel screen prior to Term I of the program. On some occasions, clinical sites may need additional testing to occur for the student to participate. Students that have tested positive through a university sanctioned drug test will face sanctions set by the UM student handbook first and then sanctions from the Master of Athletic Training program. This is only in regards to testing provided by the MAT program.

Drugs

First Offense:

1. The student will be removed from the Master of Athletic Training program. If the test is positive due to the result of a prescription medication the student will be allowed to submit documentation from the prescribing physician: name of medication, dosage, and frequency. That documentation must be presented within 48 hours of being notified of a positive test result. It is advised that the student document any and all medications they feel may lead to a positive drug test as soon as possible with the program director.

Alcohol

First Offense:

1. The student will be placed on MAT program probation for the remainder of the academic year. The student must complete all requirements for sanctions as outlined in the student handbook. Program probation guidelines and policies for removal from probation are outlined within this handbook.

Second Offense:

1. The student will be removed from the MAT program. The student will be unable to apply for re-admittance.

**UNIVERSITY OF MOBILE MASTER OF ATHLETIC TRAINING
DRUG TESTING AND RELEASE OF INFORMATION**

I, _____, have read the University of Mobile's Master of Athletic Training (MAT) Program's Drug Screen Policy and Procedure, and understand that as a precondition to assignment to or placement with any affiliating clinical agency. I am subject to that particular agency's substance abuse policies and/or drug/alcohol testing policies, and I am required to submit to pre-clinical placement drug testing, random drug testing, or drug testing when there is reasonable suspicion to believe that I may be impaired. By my signature below, I hereby give my complete and voluntary consent to any such drug test(s) at a designated laboratory as required by the Master of Athletic Training.

I understand that pursuant to the Master of Athletic Training's policy, a positive drug test or refusal to submit to testing will result in immediate dismissal from the MAT program in which I am enrolled. I understand that a negative drug test is required for matriculation in the athletic training program. A positive alcohol test will result in program probation for the remainder of the academic calendar year.

This notarized document constitutes my consent for drug testing by a Master of Athletic Training designated laboratory. It also constitutes consent for laboratory to release the results of my drug test to the Master of Athletic Training Program Director and for the Program Director to release my drug testing screen report to all necessary program entities.

In Witness Whereof, this instrument is executed this the ____ day of _____, 20____.

WITNESS

Signature Applicant's Signature

Applicant's Printed Name

STATE OF _____
COUNTY OF _____

On this ____ day of _____, 20____, before me appeared_____.

To be known to be the person described in and who executed the foregoing instrument.

Given under my hand and seal on the day and year above written.

SEAL

_____ My Commission Expires: _____

FERPA

- ** Students receive HIPAA and FERPA training through the MAT orientation prior to the start of the program and then again prior to Term V.
- ** Medical facilities and physical therapy clinics may have specific privacy protections. That information will be provided to students prior to the start of the clinical experience.
- ** Students must sign a verification form that they have read and understood both privacy acts. The copy of the verification will be located in the student's file.
- **The MAT program will adhere to the policy below in order to maintain and protect patient/client and student privacy. Clinical sites may require additional confidentiality and privacy training specific to their site.

University of Mobile is in compliance with the provisions of the Family Educational Rights & Privacy Act of 1974, which provides that an institution maintains the confidentiality of students' educational records. Students have the right to inspect and review information contained in their educational records and to challenge the contents. (The University will provide the requested information within 45 days as provided by the Act.) If the response to a challenge is unsatisfactory, a student may submit explanatory statements to be included as a part of the file.

The University may release directory information as provided by the Act to include: name, address, telephone number, date and place of birth, major, study load, dates of attendance, degrees and awards received, previous attendance at other educational institutions, participation in officially recognized sports and activities, and weight and height of athletic team members. A student may withhold release of this directory information by notifying the registrar in writing within two weeks of the beginning of an academic period (semester). A detailed statement of policies and procedures is available upon request.

FERPA restrictions apply to all student records, whether the courses are taught in traditional classroom settings or delivered through online instruction. To assure the identity of students engaged in online coursework, all students must use University assigned RamsMail email for communication with other students and faculty through MyUM course pages. The University collects no private information from students enrolled in online courses except that information that students choose to make available. Personal information (other than that defined as directory information) is used only for those purposes specifically authorized by the student. When students choose to restrict the release of personal information, all restrictions apply equally to information shared on campus or in distance education courses.

FINANCIAL AID INFORMATION FOR GRADUATE STUDENTS/ SCHOLARSHIPS

Financial Aid

Students who provide a valid Free Application for Federal Student Aid (FAFSA) are eligible to apply for federal unsubsidized loans and graduate PLUS loan. Loan eligibility is based on financial need, satisfactory academic progress, cost of attendance, and other aid awarded. Depending on eligibility a graduate student could receive up to \$20,500 in federal loans annually and up to their cost of attendance in graduate PLUS loans. Payment of principal and interest can be deferred until after graduation. Federal loans are processed on a term by term basis based on program of enrollment and academic period (semester). A student must be enrolled in at least half-time (six hours) during the term he or she requests a loan. In addition to the FAFSA results students must complete 2020-2021 Loan Request Form

Available to graduate students is the Federal Subsidized Loan, the Federal Unsubsidized Loan and/or Perkins Loan. Veterans' benefits are available to those who qualify.

Grade Requirements for Graduate Financial Aid

All undergraduate prerequisites and deficiencies taken must be completed with a “C” or better to qualify for financial aid. Students are expected to make progress toward the degree by making grades no lower than “B” on courses to qualify for financial aid. If a “C” is earned student will be placed on financial aid probation. When the six-hour limit of grades of “C” or below is exceeded, the student will be dropped automatically from receiving financial aid and placed on financial aid suspension. The student has the right to appeal the financial aid decision.

Scholarships:

Professional Organization Scholarships

1. Southeast Athletic Trainers Association- <https://www.seata.org/scholarships>
 - Memorial Graduate Scholarship (\$1,000)- 2024/25 last year to offer
 - Jerry Rhea/Atlanta Falcons Graduate Scholarship (\$1,000)- 2024/25 last year to offer
 - Hughston Sports Medicine Foundation Award (\$500)
 - SEATA Family Scholarship (\$500)
 - Arnold T. Bell Memorial EDAC Graduate Scholarship (\$2,000)

2. NATA Research & Education Foundation- <https://www.natafoundation.org/current-endowed-scholarships/>
 - Bobby Barton Scholarship Endowment (District 9)
 - David H Perrin Scholarship
 - Edward J Pillings Endowment
 - Eve Becker Scholarship Endowments
 - Frank George, AT Ret Scholarship Endowment
 - Jack Baynes Scholarship Endowment
 - JATO Jiro Skiakura Scholarship
 - John A Mayes-Ethnic Diversity Committee
 - Patty and Chuck Kimmel Scholarship (District 9)
 - PBATS Scholarship Endowment
 - PFATS Scholarship Endowment
 - Ronnie P. Barnes Scholarship Endowment
 - The Rachael Oats Leadership Scholarship

GRADE POLICIES

The grading system for graduate programs uses the following designations: A, B, C, D, F, W, I, AU or T, WP, WF, P, S, U, Q, and NR.

GRADING STANDARDS

The grading system of the University is based on a 4.00 scale. Final course grades are determined by the instructor. The interpretations of grades and grade points are as follows:

<u>Grade</u>	<u>Interpretation</u>	<u>Grade Points</u>
A	Excellent	4.00
B	Good	3.00
C	Satisfactory	2.00
D	Passing	1.00
F	Not Passing	0.00
W	Withdrawn	--
WP	Withdrawn while passing	--
WF	Withdrawn while not passing	--
I	Incomplete	--
P	Passed (credit by examination)	--
AU or T	Audit Credit	
S	Satisfactory	--
U	Unsatisfactory	--
Q	Administrative Withdrawal (extenuating circumstances as determined by the academic affairs committee)	
NR	No grade	

Grading Scale

90-100 = A
 80-89 = B
 70-79 = C
 60-69 = D
 < 60 = F

GRADUATION REQUIREMENTS FOR GRADUATE PROGRAMS

To graduate, the student must have satisfactorily completed prescribed course requirements. (See appropriate sections of the catalog for more information.) The course requirements are:

1. A minimum cumulative 3.00 GPA (without rounding)
2. Completion of Clinical Education hours and competencies for each clinical course; and
3. An acceptable score on the Content exam I and II; and
4. Satisfactory completion of all clinical and didactic components of the Master of Athletic Training program; and
5. Completion of sixty-two course credit hours for the Master of Athletic Training; and
6. File a degree audit with the Registrar's office in the Fall of the final year; and
7. File an intent to graduate with the Registrar's office during the final semester of the program.

GRIEVANCE POLICY AND PROCESS

The Master of Athletic Training (MAT) follows a grievance procedure for the resolution of formal student complaints or concerns. Formal complaints must be made in writing to the Dean of the School of Health and Sports Science and the Master of Athletic Training Program Director. The formal complaint must include specific information, including the nature of the complaint and evidence supporting of the complaint. An investigation is initiated within three (3) business days of receipt.

In cases of alleged arbitrary, inconsistent, or discriminatory grading, the following review process will be followed in the Master of Athletic Training:

1. For on-campus courses, the student will request a meeting with the course faculty to review the basis for the grade. In online courses, the student will request an online or telephone conference with the faculty to review the basis for the grade.
2. If the student is not satisfied with the meeting or conference with the course faculty, they may file a program appeal to the Program Director (If the Program Director and the course instructor are one in the same, the appeal may go to the Dean of the School of Health and Sports Science). The Program Director will seek to mediate the issue between the student and the course faculty. The student has the right to appeal any decision made by the athletic training program faculty. (The appeal policy can be instituted if the student feels that they have been treated unfairly in regard to the policies and procedures manual set forth by the University of Mobile's Athletic Training Program).
 - In order for the grievance or appeal to go through the proper channels the student must submit a letter to the Program Director of Athletic Training stating the reason for the appeal or the specific grievance within ten (10) business days of receiving notification of an adverse decision. The letter should contain the reasons the student is appealing the decision and why the decision should be reversed.
 - The appeal will be discussed at the next scheduled athletic training education staff meeting and a decision will be made to the student in writing within (5) business days after the meeting. The staff meeting will consist of the Program Director, Coordinator of Clinical Education, MAT Faculty members, and the Dean of School of Health and Sports Science. If the grievance is not solved satisfactory to all involved parties, then it will be taken up the chain of command for the Academic Affairs committee.
3. The student may continue the appeal process in the appropriate chain of command.

University Appeals Process (Specific to Grade Appeals)

Grade Corrections. The faculty member determines the final grades of students in each course. To correct a grade recorded in error, a change in grade report must be filed by the faculty member with the office of the registrar before the end of the following academic period (semester). Exceptions require approval of the academic affairs committee.

Grade Correction/Appeal. The student who questions the accuracy of a grade in his or her semester grade report should ask the faculty member of the course to check for possible errors. One who still believes the grade is inaccurate or unjust may then appeal to the departmental chairman and, if necessary, to the dean of the center, college or school. If the student still believes the grade to be inaccurate or unjust, an appeal form may be secured from the academic affairs office; and the written appeal must be submitted to the vice president for academic affairs who will schedule a review with the academic affairs committee. Following the review, the academic affairs committee will either uphold the faculty member's grade or make other related determinations and notify the student of the committee's action. Such written appeals must be made before the end of the following academic period (semester).

HIPAA POLICY

**The MAT program will adhere to the policy below in order to maintain and protect patient/client and student privacy. Clinical sites may require additional confidentiality and privacy training specific to their site.

There are seven main categories that pertain to HIPAA that will have the greatest potential on BOC Certified Athletic Trainers.

- First, the consent for treatment category requires that direct health care providers make a "good faith effort" to obtain a written acknowledgement of receipt of the provider's Notice of Privacy Practices.
- Secondly, the authorization to release information requires an authorization for non-routine uses and disclosures of personal health information. The minimum necessary rule limits the use or disclosure of personal health information to the minimum necessary to accomplish the intended purpose. The incidental uses and disclosures category permits certain incidental uses and disclosures that occur as a byproduct of a use or disclosure otherwise permitted by the Privacy Rule. The parents and minors category provides parents with new rights to control the health information about a minor child. However, athletic trainers should be familiar with state laws concerning minors. The uses and disclosures for research category allows authorizations for research to be combined with an informed consent to participate in research studies.
- Finally, the last category is the business associate agreement, which requires a contract with the business associate containing specific safeguards about disclosure of personal health information.

The faculty and staff of the University of Mobile Master of Athletic Training recognizes the importance of protecting the private and confidential information of patients/clients, their families, employees, staff and peers as well as the operation(s) of agencies within which the faculty and students' practice. It is the legal and ethical responsibility of every student to abide by the laws relative to privacy including the Health Insurance Portability and Accountability Act of 1996 (HIPAA) guidelines. HIPAA regulations require providers to protect patient confidentiality in all forms – oral, written, and electronic. All information pertaining to patients/clients is considered confidential. Students must agree to abide by the regulations promulgated by the American Recovery and Investment Act of 2009 (HITECH or Health Information Technology for Economic and Clinical Health Act) as applicable to each clinical agency used for clinical laboratory experience.

HIPAA regulations provide serious civil and criminal penalties for violation. Civil penalties can be as high as \$25,000 per violation. Even unintentional disclosure can involve serious penalties.

As an athletic training student at the University of Mobile, and as a condition of my acceptance into the MAT Program, I agree to the following:

1. Read, understand, and comply with confidentiality and privacy policies in each clinical experience.
2. I understand that I am responsible for complying with the federal Health Insurance Portability and Accountability Act (HIPAA) policies, which were provided to me (summary of HIPAA Privacy Rules and power point information).
3. The MAT athletic training student demonstrates behavior that reflects integrity, supports objectivity, and foster trust in professional activities.
4. I will treat all information received in the course of my graduate degree with the MAT, as confidential and privileged information. This includes verbal or written disclosure of patient information.

5. I will not access patient information unless I have a need to know this information in order to perform my duties.
6. I will not disclose information, unless I have a need regarding the patients, to any person or entity other than as necessary to perform my duties, and as permitted under the MAT program's HIPAA policies. I will avoid discussion or disclosure of patient information outside of the academic setting. This includes, but is not limited to, areas of public and social gatherings, on-line social networking, social media, blogs, and any areas specified by the policy of the clinical setting. Students should never talk about patients/clients in public, avoiding conversations in elevators, dining facilities, and in situations where others may overhear.
7. I will not log onto any computer medical system unless performing specific duties designated by the athletic training staff/ preceptor. I will safeguard my computer, portal or any other passwords provided to me by the athletic training staff/preceptors to perform my duties and will not post these passwords in public places. I will not allow anyone, including other employees or students, to use my passwords to log on to the computer systems. I will log off of the computer as soon as I leave my workstation.
8. I will not use my email to transmit patient information unless I am instructed to do so by the athletic training staff/preceptor.
9. I will not take patient information from the premises of the clinical site unless in secured electronic format in compliance with HIPAA.
10. As an observer or student in a general medical facility, you may have access to confidential medical information. The fact that a patient/client is at one of these medical facilities is even confidential information. I will avoid the use of patient/client's names using initials only.
11. I acknowledge that I have reviewed the Power point presentation named HIPAA Privacy-and understand the information regarding Protected Health Information and Business Information.
12. Upon cessation of my enrollment at the University of Mobile, I agree to continue to maintain the confidentiality of any information I learned while an employee or student and agree to turn over any keys, access cards, passwords, or any other device that would provide access to the private information.
13. The MAT athletic training student respects the dignity of each human being.
14. The MAT athletic training student strives to improve personal competence and quality of services.
15. The MAT athletic training student represents truthfully and accurately professional credentials, education, and experience.
16. The MAT athletic training student refuses to participate in illegal or unethical acts and refuses to conceal the illegal, incompetent, or unethical acts of others.
17. The MAT athletic training student protects the confidentiality of primary and secondary health records as mandated by law, profession standards, and the employer's policies.
18. The MAT athletic training student promotes to others the tenets of confidentiality.
19. The MAT athletic training student adheres to pertinent laws and regulations.

Understand that violation of this agreement could result in disciplinary actions. I have read and understand the information in the HIPAA Privacy power point and post quiz orientation in the presentation. I realize that there are civil and criminal penalties for the unauthorized use and disclosure of protected health information. I will abide by the guidelines when performing my clinical/educational/shadowing/observing activities.

Name (print)

Date

Signature

- ** The immunization policy is found within the MAT handbook and MAT website.
- ** The program has specific immunization requirements that are different than the university. However, the program policy aligns with the School of Nursing.
- ** Infirmary Health is the only clinical site that requires proof of immunization prior to start.

IMMUNIZATION REQUIREMENTS

Healthcare workers, including students participating in clinical experiences, are at risk for contracting a variety of communicable diseases. The Center for Disease Control (CDC) has specific recommendations for healthcare workers, in addition to the usual adult immunization requirements, to better protect healthcare workers and the populations they serve. The University of Mobile Master of Athletic Training Program requires its graduate students to provide validation of certain immunizations and/or immunities prior to the start of the clinical component and prior to clinical placements.

- ** Some clinical sites require proof of immunizations and/or immunities prior to clinical placement.
- ** Students who fail to provide proof of required immunizations, proof of immunity, or medical/religious exemption will not be permitted to participate in clinical experiences that are necessary for program completion.
- ** Furthermore, some clinical sites may require additional immunizations in addition to those required by the Master of Athletic Training Program.

Immunization forms and verification of immunization records that must be submitted through Typhon prior to the first day of class in Term I.

Measles, Mumps, & Rubella	One of the following is required: two (2) vaccinations or positive antibody titer for all (3) components or documentation by a medical provider of an allergic reaction. If the titer is negative or equivocal, vaccinations are required.	Date of Vaccination
Tetanus, Diphtheria, Acellular Pertussis (Tdap)	Documentation of Tdap within the last ten (10) years or documentation by a medical provider of an allergic reaction. The next action date will be set for ten (10) year from the administered date of the vaccine	
Hepatitis B	One of the following is required: three (3) vaccinations or positive antibody titer or documentation by a medical provider of an allergic reaction. If the series is in process, the next action date will be set accordingly. If the titer is negative or equivocal, additional vaccinations are required.	
Varicella	One of the following is required: two (2) vaccinations or positive antibody titer or documentation by a medical provider of an allergic reaction. If the titer is negative or equivocal, additional vaccinations are required.	
Tuberculin (TST/PPD)	A PPD-Mantoux test (one step) is required annually. A 2-step PPD test will be required if there is no evidence of a negative PPD within the past 12 months. If PPD is positive, or student has previous history of a positive tuberculin skin test, a normal chest x-ray is required within 12 months, unless history of INH therapy is documented. Repeat chest x-rays are not needed unless student displays symptoms or signs of TB or a health care practitioner recommends a repeat chest x-ray. The health care provider performing the annual physical should screen for signs and symptoms of TB. A student may choose to do a blood test, QuantiFERON Gold, instead of a PPD. If the blood test is positive for TB, the student must provide written documentation from a healthcare provider defining treatment and release to work in a clinical setting. This will be required of any hospital or clinic site.	
Annual Influenza	(Flu) vaccine Submission of documentation of a flu shot administered for the current flu season or documentation by a medical provider of an allergic reaction. The next action date will be set for one (1) year.* Only required in certain clinical sites.	

REQUIRED IMMUNIZATIONS

Waiver of Receipt of Required Immunizations If a student is unable to receive the required immunizations due to a medical contraindication, they must provide documentation by a licensed healthcare provider that they are unable to fulfill the requirement. Students may not provide waiver documentation from a family member or a close relative.

STUDENT HEPATITIS B WAIVER STATEMENT (KNOWING WAIVER)

The following statement of waiver of hepatitis B vaccination must be signed by the student who chooses not to undergo the vaccination. This statement can only be signed by the student following appropriate training regarding hepatitis B, hepatitis B vaccination, the efficacy, safety, method of administration, and benefits of vaccination.

Knowing Waiver Statement

I understand that due to my clinical exposure, as part of the University of Mobile Master of Athletic Training Program, to blood or other potentially infectious materials, I may be at risk of acquiring hepatitis B virus (HBV) infection. I have been given the opportunity to be educated regarding the benefits of the vaccination: 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.

Student Signature

Date

Coordinator of Clinical Education

Date

INTERCOLLEGIATE ATHLETIC PARTICIPATION

A graduate level athletic training student will **NOT** be allowed to compete in any university intercollegiate program while a graduate athletic training program student. Students are welcome to participate in any intramural activity as long as that activity does not interfere with program requirements.

INTERPROFESSIONAL EDUCATION

The MAT program utilizes interprofessional education as a learning tool for students within clinical skills lab courses. Interprofessional education is defined as- when students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes.

INTERPROFESSIONAL PRACTICE

The MAT program encourages and emphasizes interprofessional practice within clinical experiences. CAATE defines interprofessional practice as the ability to interact with, and learn with and from, other health professionals in a manner that optimizes the quality of care provided to individual patients.

LIBRARY RESOURCES

The School of Health and Sports Science have both visual and electronic resources available for student loan. The print and audio-visual resources include a collection of books, videos, and journals. The J.L. Bedsole Library also has electronic resources Electronic resources include on-line databases, e-books, e-journals, and Internet research links.

<u><i>Databases</i></u>	<u><i>Electronic Journals (resource links):</i></u>	<u><i>E Books</i></u>
Medline (NLM)	Physical Therapy & Occupational Therapy	UM has over 170,000 e-books in our collection which includes titles in subjects such as sports medicine, health, allied health, medicine, exercise science and fitness.
Health & Medicine Research Library (PQ)	Anatomy & Physiology	
PubMed	Health & Medicine	
Athletic Therapy Today	Nursing & Allied Health	
Sport Discus (EBSCO)	Journal of Athletic Training	
ProQuest Health & Medical Complete (PQ)	Journal of the American Medical Association,	
Health Source (EBSCO)	American Journal of Sports Medicine	
ProQuest Nursing & Allied Health Source (PQ)	Biology	
Ovid Emcare (Ovid)	Sports Medicine	
ProQuest Dissertations and Theses Global (PQ)		
CINAHL (EBSCO)		

MAT ORIENTATION

The orientation for the MAT program is a self-paced canvas course that students are enrolled in free of charge once they have registered and received their UM ID and email address. Typically, the course takes about 8-10 hours of the student's time to complete. The orientation must be complete by May 31st. The course addresses several topics that assist the incoming student in the policies and procedures of the University of Mobile as a whole and the MAT program. The following topics are addressed within this orientation:

MAT Mission and Goals	BOC Standards of Professional Practice	BOC Foundational Behaviors for Professional Practice
NATA Code of Ethics	MAT Faculty Contact Information	Scholarships/ Financial Aid
Technical Standards	Criminal background check policy	Drug Testing Policy
Bloodborne Pathogen Training 2020.ppt	Blood Borne Pathogen and Exposure Plan	Blood Borne Pathogen Training Quiz
Communicable Disease Policy	Exposure Plan	Immunization policy
Degree Requirements	Grade policy	Program Probation/ Retention
Program Dismissal	Remediation	Clinical Progression
Remediation	Grievance Policy	Academic Dishonesty Policy
FERPA/ HIPAA/Confidentiality	Nondiscrimination policy	Policies for withdrawal and refund of tuition and fees
Costs Covered by UM	Student Costs	CAATE Site Visit and Accreditation
Academic Curriculum and Course Sequence	Admissions Process	Recruitment of Students
Clinical Site Expectations for Student	Typhon Log In	Typhon Training
BOC Practice Analysis 7 ed	boc-pa7-content-outline-20170612.pdf	Summer Course Times
Summer Required Books	Term Information	Clinical Time Commitment
Calibrations of Clinical Equipment and Radiation Exposure Policy	Fall and Spring Books	Assigning Clinical Rotations
Dress Code	Clinical Policies- Travel Expectations/ Name Tags/ Work Policy	First Day at Clinical Site- Orientation

NATA CODE OF ETHICS

1. Members Shall Practice with Compassion, Respecting the Rights, Well-being, 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 well-being 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 or AT 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 well-being 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.

NON-DISCRIMINATION/ HARASSMENT/ TITLE IX POLICY

STUDENT CARE POLICIES

Discrimination and Harassment Policy

The University of Mobile does not discriminate or permit discrimination by any member of its community against any individual on the basis of race, color, national origin, sex, pregnancy, parental status, marital status, age, disability, citizenship status, veteran status, genetic information, or any other classification protected by law in matters of admissions, employment, housing, or services or in the educational programs or activities it operates. Further prohibited by law is discrimination against any employee and/or job applicant who chooses to inquire about, discuss or disclose their own compensation or the compensation of another employee or applicant.

The University of Mobile does not and will not tolerate harassment of employees or students. The term “harassment” includes but is not limited to slurs, jokes, pranks signs and other verbal, graphic or physical conduct, relating to and individual’s race, color, national origin, sex, pregnancy, parental status, marital status, age, disability, citizenship status, veteran status, genetic information, or any other classification protected by law.

Although statutory and constitutional laws exempt the University from the legal prohibition against discrimination in employment based on religion, this policy prohibits harassing conduct based on an employee’s religion

Title IX Policy

The University of Mobile is committed to providing and promoting an atmosphere free from discrimination on the basis of sex in its education programs, activities, and employment as required by Title IX of the 1972 Education Amendments. As a student or employee of the University of Mobile, you are protected from sex discrimination in the following areas:

If you are a student, you may not be discriminated against on the basis of sex in: admission, enrollment, access and use of university facilities, counseling and guidance materials, competitive athletics, graduation requirements, student rules, regulations and benefits, treatment as a married or pregnant student, housing, financial assistance, health services, or university-sponsored extracurricular activities.

If you are an employee, you may not be discriminated against on the basis of sex in: access to employment, hiring and promotion, compensation, job assignments, leaves of absence, fringe benefits, and professional agreements.

Sexual Misconduct Policy

The University of Mobile prohibits all forms of sexual misconduct, including but not limited to, sexual assault, sexual exploitation, sexual harassment, stalking, intimate partner violence, and any other conduct of a sexual nature that is non-consensual, or has the purpose or effect of creating an intimidating, hostile, or offensive environment, or unreasonably interferes with an individual’s work and/or academic performance. The University of Mobile also prohibits discrimination and harassment on the basis of sex, pregnancy, and parental status. Such conduct violates the University of Mobile’s Christian values and disrupts the living, learning, and working environment for students, faculty, and staff.

The university’s Title IX Coordinator oversees compliance with all aspects of the sex harassment, discrimination and misconduct policy. The Coordinator reports directly to the President of the University. Questions about this policy should be directed to the Title IX Coordinator. Anyone wishing to make a report relating to discrimination or harassment may do so by reporting the concern to the university Title IX Coordinator.

Dr. Cassidy Cooper
Associate Professor of Sociology & Title IX Coordinator
251-442-2586
ccooper@umobile.edu

In the event that an incident involves alleged misconduct by the Title IX Coordinator, reports should be made directly to the President of the university, 251-442-2201, umpresident@umobile.edu.

NATIONAL PROVIDER IDENTIFIER (NPI)

What is an NPI?

An NPI is a unique 10-digit identification number used in standard health care transactions. It is issued to health care professionals and covered entities that transmit standard HIPAA electronic transactions (e.g., electronic claims and claim status inquiries). The NPI fulfills a requirement of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). It also replaces all provider identifier numbers assigned by payers and is used by health care professionals. Covered entities under HIPAA are required by regulation to use NPIs to identify health care providers in HIPAA standard transactions.

Why should I get an NPI?

NATA strongly encourages all athletic trainers to get for their NPI. Having an NPI improves recognition of athletic trainers as health care professionals across all settings.

"An NPI number is a professional requirement that adds credibility to the individual and the profession," said Amy Callender, NATA Government Affairs Director. "NATA encourages all members to obtain their NPI number, which will stay with them for the rest of their career, no matter their job setting or employer."

ADDITIONAL REASONS TO APPLY FOR YOUR NPI:

- Be a leader; only about 35% of the athletic training profession have their NPI.
- You only have to register once. This will be your NPI throughout your entire career.
- It is a requirement to serve on any NATA committee.
- It is mandated by many employers.
- State practice boards and electronic medical records may require it.
- There is power in numbers; NPIs can impact:
 - Reimbursement efforts
 - Sports Safety Legislation
 - Lobbying efforts
 - Recognition by CMS

For Students

As an athletic training student, you may or may not be familiar with the National Provider Identifier (NPI). As a student of health care, and on your way to becoming a health care professional, you should not only know what an NPI is, but should also have one. Approximately 750 athletic training students have their NPI. Change the culture and be a leader, apply for yours today.

How to apply

Applying for your NPI is quick, easy and free. Visit the CMS National Plan & Provider Enumeration System to complete your application today. Follow our Step-by-Step NPI Application Instructions (pdf) to apply today.

TAXONOMY CODES

- Taxonomy codes categorize the type, classification, and/or specialization of health care providers.
Taxonomy code for an athletic trainer is 2255A2300X - SPECIALIST/TECHNOLOGIST - ATHLETIC TRAINER
- As a student, you will enter 2 Taxonomy Codes to indicate you are a student of athletic training.
 - 390200000X Student in an Organized Health Care Education/Training Program
 - 2255A2300X - SPECIALIST/TECHNOLOGIST - ATHLETIC TRAINER

Upon graduation and the receipt your certification (and state license if available), simply log into your NPPES account and remove the 390200000X – Student taxonomy code and set your primary taxonomy code as 2255A2300X - SPECIALIST/TECHNOLOGIST - ATHLETIC TRAINER.

Once you have applied you can update your NATA member profile with your NPI number.

PROFESSIONAL LIABILITY INSURANCE

Every student within the Master of Athletic Training program is covered under a university policy for clinical engagement. The policy is in effect year round and covers the student as long as they are enrolled in a course and working with a UM approved preceptor.

Limits of Insurance

1 million- Each medical incident

3 million- Aggregate Limit

The policy is housed in the Vice President for Business Services office.

- The student is required to purchase their own professional liability coverage if they are planning to volunteer for any athletic training experience outside the scope of UM's clinical education program.

RECRUITMENT OF STUDENTS

The University of Mobile will utilize ATCAS to aid in the process of applications for the Master of Athletic Training program. ATCAS will allow completed application materials to be sent directly to the selected programs administrators. Student's can search for programs that participate with ATCAS once they click on the link. <https://atcas.liaisoncas.com/applicant-ux/#/login>

The School of Health and Sports Science will have established UM days in both the fall and spring semesters for individuals interested in speaking with MAT faculty.

MAT faculty will schedule at least two (2) off campus speaking engagements to assist with recruitment per year.

REFUND OF TUITION UPON WITHDRAWAL

WITHDRAWAL/REFUND POLICY A student is withdrawing when the student wishes to stop attendance in all courses before the term is complete. Withdrawal refunds are outlined in the University of Mobile catalog. All withdrawals must be submitted to the Business Office. Refunds of charges will be calculated from the first date of classes to the last date of attendance or date of official withdrawal. Withdrawal refunds for mini-term/modular format periods follow the drop refund policy on a course-by-course basis: After the 8th calendar day there is no refund of charges. All other students will have their refunds calculated at the following rates. All refunds will be less an administrative fee equal to 5% of the tuition, fees, board, and other charges assessed the student with a minimum fee of \$50 and a maximum fee of \$100

<u>All Terms</u>	<u>Percentage of Refund</u>
On or before first day of class.....	100%
Calendar Day 2 to first 10% of enrollment period.....	90%
Between first 10% of enrollment period and first 25% of enrollment period.....	50%
Between first 25% of enrollment period and first 50% of enrollment period.....	25%
After first 50% of enrollment period.....	None

Whenever students are required to withdraw from the University because of unsatisfactory conduct or scholarship, no refund will be made except for refunds due for federal financial assistance. No refunds will be made for any scholarship funds controlled and/or granted by the University. Adjustments for federal financial aid will be made according to federal law. The amount of federal financial aid that a student earns is based on the percentage of attendance. A student must attend 60% of the term in order to earn 100% of federal financial aid, even if the University has already applied 100% of the financial aid to the account. Student accounts will be adjusted for any repayment of federal financial aid the University is required to make on behalf of the student. Students move into the residence hall for the entire semester. In order to be eligible for any reduction in food charges, the student must present an official notification to the Residential Life Office. In such cases refunds will be made in the same manner as for tuition refunds. The first day of classes will be considered the first day for board refunds. Room charges are non-refundable. Commuter meal plans are non-refundable after the first two weeks.

IMPORTANT DATES TO REMEMBER

Fall Term I, 2022	Aug. 15 – Dec. 8
Payment Plan or Balance Due Paid in Full.....	Aug. 8
Drop/Add processed (full-term courses):	
No tuition/fees refunded after.....	Aug. 26
Spring Term I, 2023	Jan. 9 –May 4
Payment Plan or Balance Due Paid in Full.....	Jan. 2
Drop/Add processed (full-term courses):	
No tuition/fees refunded after.....	Jan. 23

*Students should refer to the Course Schedule for beginning and ending dates of their particular classes.

BOOKSTORE CHARGES If you are registered, have your financial aid package complete and have enough financial aid to cover all of your charges plus books for the term, we will automatically notify the bookstore of your eligibility to charge up to \$600 to your student account (not to exceed the amount of anticipated credit). You will receive an e-mail via your Ram Mail account notifying you of the amount

and the date you may begin using your voucher. If additional funds are needed and you have credit available, visit the Business Office or request on MyUM. If you do not meet the deadlines, but are otherwise eligible for a voucher, you may obtain a voucher from the Business Office window two weeks before classes begin. Whenever students are required to withdraw from the University because of unsatisfactory conduct or scholarship, no refund will be made except for refunds due for federal financial assistance. No refunds will be made for any scholarship funds controlled and/or granted by the University. Adjustments for federal financial aid will be made according to federal law. The amount of federal financial aid that a student earns is based on the percentage of attendance. A student must attend 60% of the term in order to earn 100% of federal financial aid, even if the University has already applied 100% of the financial aid to the account. Student accounts will be adjusted for any repayment of federal financial aid the University is required to make on behalf of the student. Students move into the residence hall for the entire semester. In order to be eligible for any reduction in food charges, the student must present an official notification to the Residential Life Office. In such cases refunds will be made in the same manner as for tuition refunds. The first day of classes will be considered the first day for board refunds. Room charges are non-refundable

REGISTRATION & ADVISING

Academic advisors are assigned based on the students major. For MAT students, the program director is their primary advisor. Advisement occurs at various times through a student's program: prior to registration, after grades or received, after Content Exam results are released, for graduation details, and at any other requested time by either the advisor or student. MAT students utilize the Colleague/Ellucian system that provides an electronic record of courses that were approved for students to register. An electronic checklist is also kept on file in each student's folder for review. Students have access to unofficial transcripts, GPA calculator, and a timeline for future courses. This system allows unlimited access to a student's academic record throughout their tenure as a MAT student.

Newly admitted/ Readmitted

- Accepted into Program with a Bachelor's Degree
- Accepted as a Graduate Student at UM
- Pay placeholder fee (250.00) to serve as down payment for summer
- Register through Colleague/Ellucian for selected courses for Summer Term I and Fall Term II

Enrolled Students

- Students are advised for registration in October and March
- Student have access to Colleague/Ellucian which houses the students' academic file and allows students to register remotely once cleared by an advisor.

REMEDICATION

Remediation could occur for several reasons: the student receives a grade of C on any athletic training course, the student fails to obtain a satisfactory score on Content Exam I, the student fails to obtain clinical competencies throughout a semester, or the student fails to show progress throughout the program. Remediation may consist of additional content assessments and individualized meetings with program faculty. Remediation contracts will be set up with Faculty and student on an individual basis. Failure to meet the terms of the contract will result in dismissal from the program.

Didactic

- Scoring below a 70% of any course written exam
- Scoring below 80% of any oral practical exam, OCSE, or simulated patient scenario

** Original test grades will stand in the gradebook. However, the student should be better prepared for the comprehensive final exam.
 ** After 3 failed attempts, there will be no remediation of Content Exam II in AT 555.

Clinical

- Scoring below an 80% of clinical integration proficiencies in any clinical course.
- Scoring below an 80% on any evaluated clinical skill in clinical skills courses.

The student has shown deficiencies in the following areas and requires additional assistance with the following:

- | | |
|---|--|
| <input type="checkbox"/> Didactic course
<input type="checkbox"/> Clinical Course
<input type="checkbox"/> Content Exam I | Course Number and Name: _____
Course Number and Name: _____
Attempt 1 date: _____ Score: _____
Attempt 2 date: _____ Score: _____
Attempt 3 date: _____ Score: _____ |
| <input type="checkbox"/> Content Exam II | Attempt 1 date: _____ Score: _____
Attempt 2 date: _____ Score: _____
Attempt 3 date: _____ Score: _____ |
| <input type="checkbox"/> Foundational Behaviors | |

The student will seek out the following remediation tools to assist with content/materials for areas of deficiency:

- Writing Center/Tutor.com
- Study hall hours
- Student Success Resource Center
- Instructor tutoring/assistance
- Program faculty tutoring/assistance
- Other: _____

The student will complete this remediation plan over the next:

- Until the next test
- 1 month
- 2 month
- Remainder of semester
- Remainder of academic year
- Other: _____

Student Signature

Program Director Signature

Date

TECHNICAL STANDARDS

The University of Mobile is committed to the education of all qualified individuals, including persons with disabilities who, with or without reasonable accommodation, are capable of performing the essential functions of the educational program in which they are enrolled and the profession that they pursue.

The Master of Athletic Training Program is a rigorous and physically 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 Master of Athletic Training Program establishes the essential qualities considered necessary for students admitted to the program to achieve the knowledge, skills and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency.

The following abilities and expectations must be met by all students admitted to the Master of Athletic Training Program. It is important to read each standard carefully. By signing your name below, you are indicating that you have read and understood these standards.

Observational Skills

Students must be able to acquire a defined level of required information as presented through educational experiences in both basic arts and sciences and clinical sciences. To achieve the required competencies in the classroom setting, students must perceive, assimilate, and integrate information from a variety of sources. These sources include oral presentation, printed material, visual media, and live demonstrations. Consequently, students must demonstrate adequate functional use of visual, tactile, auditory, and other sensory and perceptual modalities to enable such observations and information acquisitions necessary for academic and clinical performance.

Communication Skills

Effective communication is critical for students to build relationships with faculty, advisors, fellow graduate students, co-workers, clients, and their significant others in the students' various roles of learner, colleagues, consultant, and leader. Students must be able to gather, comprehend, utilize and disseminate information effectively and efficiently according to professional standards. Students are required to communicate in the English language both verbally and in writing, at a level consistent with competent professional practice. Students are expected to use grammar and vocabulary proficiently. They must be able to elicit information, gather information, and describe findings verbally and in writing (i.e in a physical examination record and treatment plan). This communication should be comprehensible by patients, professionals, and lay persons.

Students must be able to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes but is not limited to, the ability to establish rapport with patients and communicate effectively judgments and treatment information. They should also be able to observe, recognize and understand non-verbal behavior. They must demonstrate affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Intellectual and Conceptual Abilities

Students must demonstrate critical thinking skills so that they can problem-solve creatively, master abstract ideas, and synthesize information presented in academic, laboratory and fieldwork settings. Students must be able to measure, calculate, reason, analyze, process, integrate, synthesize, apply and retain facts, concepts, and data related to the art and science of health care. In some areas, this requires comprehension of three-dimensional relationships and understanding of the spatial relationships of structures. Students must develop and exhibit a sense of medical ethics, and also recognize and apply pertinent legal and ethical standards.

Students must have the mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.

Motor Skills

Students must possess the motor functions needed to manipulate tools or handle clients. These functions will vary depending on the particular educational and clinical settings. The motor capacities usually include the physical strength and coordination to safely handle and move clients; perform medical procedures, or direct clients in various practice settings according to the needs of their discipline.

Students must exhibit sufficient postural and neuromuscular control, sensory function, and coordination to move or lift clients, perform appropriate physical examinations using accepted techniques. They must also accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.

Behavioral and Social Skills

Students must demonstrate emotional stability and acceptable communication skills, and be capable of developing mature and effective interpersonal relationships with other students and health care workers. Students must be able to tolerate physically and emotionally taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, display flexibility, and function in the face of uncertainties inherent in the clinical setting.

Students must exhibit the ability and commitment to work with individuals in an intense setting to meet the needs of people of diverse cultures, age groups, socioeconomic groups and challenges without bias. These individuals may be severely injured; they may be limited to cognitive, emotional and functional deficits; and their behavior may create at times an aversive reaction. The ability to interact with these individuals without being judgmental or prejudiced is critical in establishing one's professionalism and therapeutic relationship. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that are critical to complete each program.

Professional Responsibility

Students must exhibit the ability to meet the challenges of any medical situation that requires a readiness for immediate and appropriate response without interference of personal or medical problems. This requires training for emergencies (i.e. CPR, infection control).

Students must attend, and be able to travel independently to and from, classes and fieldwork assignments on time, and possess the organizational skills and stamina for performing required tasks and assignments within allotted time-frames. This involves frequent oral, written, and practical examinations or demonstrations. The student must have the ability to perform problem-solving tasks in a timely manner.

Students will exhibit adherence to policies of the university, their program, and fieldwork sites. This includes matters ranging from professional dress and behavior, to attending to their program's academic schedule, which may differ from the University of Mobile's academic calendar and be subject to change at any time.

Students must demonstrate knowledge of and commitment to the code of ethics of their profession and behavior that reflects a sense of right and wrong in the helping environment. Students will take initiative to direct their own learning. They need to work cooperatively and collaboratively with other students on assigned projects, and participate willingly in a supervisory process involving evaluation of abilities and reasoning skills.

In addition to the skills listed above the MAT student must also meet these expectations:

- Adjust to changing situations, environments, and uncertainty in clinical situations;
- Conduct themselves in a professional and ethical manner with a wide variety of individuals, including but not limited to, faculty, preceptors, colleagues, coaches, athletes and students.

I certify that I have read and understand the technical standards listed above for successful enrollment and completion of the MAT and I agree with one of the following statements:

Please select Option 1 or Option 2:

Option 1

_____ I believe, to the best of my knowledge, that I can meet the standards without accommodation.

Option 2

_____ I believe, to the best of my knowledge, that I can meet the standards with accommodations, and I will contact the University of Mobile's Student Success Center to request services.

It is the policy of the University of Mobile to provide reasonable accommodations for persons with disabilities as defined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Eligibility for services requires prior documentation of the disability. Please contact the Student Support Services Coordinator, located in the Student Success Office (251-442-2284), to meet with a specialist and coordinate reasonable accommodations for any documented disability

I understand that if I am unable to meet and maintain these standards I will not be permitted to enroll in or complete the University of Mobile's Master of Athletic Training.

Signature

Print Name

Date

TRANSFER OF CREDIT

University Policy:

A maximum of six semester hours of graduate credit earned from another accredited institution may be considered as part of the master's degree programs. These credits will be evaluated by the appropriate graduate dean and the registrar. Application of transfer credits to a student's plan of study must be approved by the corresponding area dean or the student's graduate advisory committee.

Program Policy:

The Master of Athletic Training program reserves the right to deny transfer hours from another institution. That decision falls directly on the MAT program director and Dean of the School of Health and Sports Science. If transfer credits are approved they must have been taken within 3 years of the applicant's admission into the MAT, be considered a graduate level course, obtained a grade of B or better, and be from a professional Masters of Athletic Training program.

UNICHECK

Plagiarism Detection

The University of Mobile's Master of Athletic Training Program highly values academic integrity and is committed to the fundamental value and obligation of preserving academic honesty among our students. The University of Mobile uses Unicheck software as a formative process to help students develop and improve scholarly writing skills, while promoting academic honesty. This product is used to identify plagiarism and to help students write academic papers more skillfully (<http://www.unicheck.com>). In addition to determining the percentage of "originality" and "similarity" in the submitted paper, the software also has other important features such as spell checker, grammar checker, online editing, and automatic tips for proper citation (<http://www.unicheck.com>). Appropriate references for the use of Unicheck Plagiarism Detection will appear in the course syllabus.

ZOTERO

The MAT program will be used as a citation reference help for AMA style. This program will be introduced during the MAT orientation class on Canvas. Setting up and using Zotero will be required with all writing assignments.

Clinical Education

High Schools	Health Care Professional	Credential	Distance from Campus (Miles)	Distance from Campus (Time to Site from Campus)
Satsuma High	Kasey Orr	ATC	7 miles	15 min
McGill Toolen High- Active	Kelly Vinson	ATC	12.4 miles	20 min
St Luke Episcopal (High School)- Active	David Bentley	ATC	15 miles	27 min
St Paul's Episcopal- Active	Chandler McCulloch	ATC	10.8 miles	17 min
Spanish Fort High- Active	Rob Milam	ATC	24 miles	36 minutes
Mobile Christian High	Rachel Alterio	ATC	16.5 miles	24 minutes
Mary G. Montgomery High	Alex White	ATC	13.9 miles	20 minutes
College/University	Health Care Professional	Credential	Distance from Campus (Miles)	Distance from Campus
University of Mobile- Active	Jacob Lewis	ATC	----	-----
Bishop State University	Kyle McDowell	ATC	10.9 miles	14 min
Springhill College- Active	Laura Beth Wright	ATC	11.8 miles	17 min
Senior Bowl (USA Campus)	Megan Harper	ATC	9.8 miles	16 min
General Medical	Health Care Professional	Credential	Distance from Campus (Miles)	Distance from Campus
Victory Health Partners	Dr. Robert Lightfoot	MD	12.9 miles	19 min
Acute Care/ Urgent/Emergency	Health Care Professional	Credential	Distance from Campus (Miles)	Distance from Campus
MIMC- Saraland	Megan Harper	ATC	2.3 miles	5 min
Mobile County EMS	Shawn McQuade	NRP, T-PC, SPO	13.3 miles	19 min
Orthopedics/ Radiology and Diagnostics	Health Care Professional	Credential	Distance from Campus (Miles)	Distance from Campus
Orthopedic Group PC	Matthew Busbee (Medical Director)	MD	11 miles	20 min
	Karla Beasley	ATC		
Physical Therapy	Health Care Professional	Credential	Distance from Campus (Miles)	Distance from Campus
Saraland Physical Therapy	Brian Risser	DPT, ATC	2.3 miles	5 min

CLINICAL EDUCATION

The clinical education component at the University of Mobile is designed to provide “real life” learning experiences for students following classroom and laboratory competence. There are four clinical experiences spaced out over the 6-semester sequence. These four clinical experiences are designed to take the student from an introductory level to an advanced level of knowledge and application. The goal of the clinical experience is to allow the student an opportunity to take from the classroom and incorporate the foundational knowledge into a functional practice under the watchful eye of the preceptor. All aspects of the clinical experience emphasize cooperative and collaborative learning among students as well as directed practical applications from a certified Athletic Trainer or other health care provider. Although all students will have specific required clinical experiences and specific competencies for each clinical course, it is expected that an agreement is formed between the student and Preceptor at the site, defining specific learning opportunities provided at that facility.

Each clinical skills lab will have clinical competencies attached to the course. The student must gain proficiency at the conclusion of the course of the selected competencies. Throughout the semester the student will have ample opportunities for self-evaluations, peer evaluations, instructor evaluations, and preceptor evaluations in both classroom and clinical.

As students move clinically through UM’s program there is an expectation that supervision of the student evolves into supervised autonomy (Sexton, Levy, Willieford, Guyer, Barnum, Gardner, Fincher 2009). As students practice their skills in classrooms and within their first few supplemental and clinical experiences, we hope they move from novice skill level to competent within the 4 clinical courses.

The criteria used in the placement of students include the qualifications of the Preceptors, the commitment of the Preceptors in the administration of teaching, adequate patient resources for teaching and the presence of up-to-date equipment and resources. The student will be assigned a preceptor and site during the first 3 clinical experiences and then have the option of choosing their final clinical site in AT 593. Each clinical site will be required to have an affiliated site agreement as well as the assigned preceptor will have participated in preceptor training. This preceptor training will be completed every 3 years with opportunities for preceptors to gain continuing education units each summer through the School of Health and Sports Science.

The quality of clinical education is assessed using the following measures:

1. Program Director and Coordinator of Clinical Education Site Visit Evaluation- will occur each semester the site is active/ reviewed annually
2. Preceptor Evaluations of Students - will occur each semester the site is active/ reviewed annually
3. Student Evaluations of Site and Preceptor- will occur each semester the site is active/ reviewed annually
4. Program Evaluations- will occur at the conclusion of Term III and Term VI
5. Clinical Site Acknowledgement Form

Goals of Clinical Education

1. To create a safe and positive learning environment for students to actively engage with other healthcare professionals
2. To allow students to gain confidence in the process of patient care and management of injuries and illness.
3. To achieve a skill level that meets the standards of an entry level athletic trainer, prepared to pass the Board of Certification Exam.

DESCRIPTION & PROGRESSIONS OF CLINICAL EDUCATION- *STANDARD 15*

Term I Clinical Sites

AT 505- Managing Medical Emergencies (3 credit hour) (Supplemental Clinical Experience)

The student's first clinical experience is included in AT 505- and focuses on understanding the emergency medical system. Students will complete a mini rotation (3 hours) observation in an emergency department in a local hospital as well as participate in one 12-hour ride-along shift with Emergency Medical Services (EMS).

Sites	Preceptor Credential	Populations	Common Conditions
Mobile County EMS	Paramedic	throughout the lifespan, of different sexes	Emergent
Mobile Infirmery Emergency Room	Nurse	throughout the lifespan, of different sexes	Emergent
		<i>Standard 17</i>	<i>Standard 18</i>

AT 510- Clinical Skills Lab I (1 credit hour)

This clinical skills lab is designed to provide the student with hands-on approach through simulation and real-life guided scenarios dealing with emergent care of the injured patient. Skills acquisition in: CPR (1 and 2 persons/ adult, child, infant CPR), AED, obstructed airway, airway adjuncts, spinal motion restriction, shock management, taping, bracing, splinting, environmental concerns, intravenous therapy, care of musculoskeletal and general medical conditions. This course will require assessment of clinical skills.

Sites	Preceptor Credential	Populations	Common Conditions
UM Center for Excellence in Healthcare	MAT Faculty, AT	Simulated and Standardized Patients	Emergent, cardiovascular, respiratory, environmental
UM SHSS Lab- Weaver 2 nd Floor	MAT Faculty, AT	Simulated and Standardized Patients	Emergent, cardiovascular, respiratory, environmental
UM Jim and Dot Boothe Athletic Training Education Building	MAT Faculty, AT	Simulated and Standardized Patients	Emergent, cardiovascular, respiratory, environmental
		<i>Standard 17</i>	<i>Standard 18</i>

Term II Clinical Site Locations

AT 511- Clinical Skills Lab II (1 credit hour)

This clinical skills lab is designed to provide the student with a hands-on approach through simulation and real-life guided scenarios. The use of high and low fidelity manikins for simulations as well as standardized patient encounters will be instituted throughout. The course will be comprehensive in nature and require assessment of clinical skills.

Sites	Preceptor Credential	Populations	Common Conditions
UM Center for Excellence in Healthcare	MAT Faculty, AT	Simulated and Standardized Patients	Emergent, musculoskeletal
UM SHSS Lab- Weaver 2 nd Floor	MAT Faculty, AT	Simulated and Standardized Patients	Emergent, musculoskeletal
UM Jim and Dot Boothe Athletic Training Education Building	MAT Faculty, AT	Simulated and Standardized Patients	Emergent, musculoskeletal
		<i>Standard 17</i>	<i>Standard 18</i>

AT 590- Clinical I- Pediatric/ Adolescent Emphasis/ Lower Extremity- *Standard 16*

(2 credit hour)

This 16-week (2-week immersion; 14-week experience) clinical practicum will emphasize continuity of skills required for patient assessment, care, treatment and rehabilitation of the injured athlete under the direct supervision of the clinical supervisor (Preceptors) within a middle/ high school setting. Emphasis will be placed on lower extremity conditions. Minimum of 150 hours, not including immersion, is required

Sites	Preceptor Credential	Populations	Common Conditions	Immersive
McGill Toolen High	AT	Pediatric and Adolescent, of different sexes, High and low intensity activities, equipment intensive.	musculoskeletal and environmental conditions	Yes
Spanish Fort High	AT	Pediatric and Adolescent, of different sexes, High and low intensity activities, equipment intensive.	musculoskeletal and environmental conditions	Yes
St Paul's Episcopal	AT	Pediatric and Adolescent, of different sexes, High and low intensity activities, equipment intensive.	musculoskeletal and environmental conditions	Yes
St. Luke's Episcopal	AT	Pediatric and Adolescent, of different sexes, High and low intensity activities, equipment intensive.	musculoskeletal and environmental conditions	Yes
Satsuma High School	AT	Pediatric and Adolescent, of different sexes, High and low intensity activities, equipment intensive.	musculoskeletal and environmental conditions	Yes
Mobile Christian High School	AT	Pediatric and Adolescent, of different sexes, High and low intensity activities, equipment intensive.	musculoskeletal and environmental conditions	Yes
		<i>Standard 17</i>	<i>Standard 18</i>	

Term III Clinical Site

AT 512- Clinical Skills Lab III

(1 credit hour)

This clinical skills lab is designed to provide the student with a hands-on approach through simulation and real- life guided scenarios. The use of high and low fidelity manikins for simulations as well as standardized patient encounters will be instituted throughout. The course will be comprehensive in nature and require assessment of clinical skills.

Sites	Preceptor Credential	Populations	Common Conditions
UM Center for Excellence in Healthcare	MAT Faculty, AT	Simulated and Standardized Patients	Musculoskeletal/emergent
UM SHSS Lab- Weaver 2 nd Floor	MAT Faculty, AT	Simulated and Standardized Patients	Musculoskeletal/emergent
UM Jim and Dot Boothe Athletic Training Education Building	MAT Faculty, AT	Simulated and Standardized Patients	Musculoskeletal/emergent
		<i>Standard 17</i>	<i>Standard 18</i>

AT 591-Clinical II- College and Professional*(2 credit hour)*

This 16-week (16-week experience) clinical practicum places emphasis on developing a continuity of the skills required for patient assessment, care, treatment and rehabilitation of the injured athlete under the direct supervision of the clinical supervisor (Preceptors) of the college/ professional athletes. This course may expose the student to both intramural, recreational, and intercollegiate sports activities. Emphasis will be placed on upper extremity conditions. Minimum of 200 hours is required.

Sites	Preceptor Credential	Populations	Common Conditions
University of Mobile (Intercollegiate and Intramurals)	AT	Adult, of different sexes, competitive, individual and team, high intensity activities, recreational	musculoskeletal
Spring Hill College	AT	Adult, of different sexes, competitive, individual and team high intensity activities	musculoskeletal
Bishop State Community College	AT	Adult, of different sexes, competitive, individual and team high intensity activities	musculoskeletal
Reece's Senior Bowl	AT	Adult, males, competitive, high intensity activities	musculoskeletal
		<i>Standard 17</i>	<i>Standard 18</i>

Term IV Clinical Site Locations**AT 570- General Medical Conditions** *(3 credit hours)* **(Supplemental Clinical Experience)**

This course is designed to present a collection of knowledge, skills, and values that the athletic training student must possess to recognize, treatment and referral when appropriate, the general medical conditions and disabilities of athletes and others involved in physical activity over a lifespan. Observation within a General Medical facility, 10 hours will be required throughout the semester

Sites	Preceptor Credential	Populations	Common Conditions
Victory Health Partners	Physician	throughout the lifespan, of different sexes, participate in non-sport activities	Musculoskeletal, endocrine, dermatological, cardiovascular, respiratory, gastrointestinal, genitourinary, otolaryngological, ophthalmological, dental
		<i>Standard 17</i>	<i>Standard 18</i>

AT 545- Advanced Diagnostic Imaging- *(1 credit hour)* **(Supplemental Clinical Experience)**

This course places emphasis on interpretation and identification of injuries and disease through medical imaging. Specific emphasis will be on theory and application of radiography, magnetic resonance imaging, computed tomography scan, fluoroscope, musculoskeletal ultrasound, and bone scans. This course is held on campus during May term. Observation within a Radiology department 10 hours will be required throughout the semester.

Sites	Preceptor Credential	Populations	Common Conditions
The Orthopaedic Group PC	Physician/ and AT	throughout the lifespan, of different sexes, participate in non-sport activities	Musculoskeletal
		<i>Standard 17</i>	<i>Standard 18</i>

Term V

AT 513- Clinical Skills Lab IV (1 credit hour)

This clinical skills lab is designed to provide the student with a hands-on approach through simulation and real- life guided scenarios. The use of high and low fidelity manikins for simulations as well as standardized patient encounters will be instituted throughout. The course will be comprehensive in nature and require assessment of clinical skills

Sites	Preceptor Credential	Populations	Common Conditions
UM Center for Excellence in Healthcare	MAT Faculty, AT	Simulated and Standardized Patients	Cardiovascular, respiratory, endocrine, gastrointestinal, genitourinary, otolaryngological, ophthalmological, dental
UM SHSS Lab- Weaver 2 nd Floor	MAT Faculty, AT	Simulated and Standardized Patients	Cardiovascular, respiratory, endocrine, gastrointestinal, genitourinary, otolaryngological, ophthalmological, dental
		<i>Standard 17</i>	<i>Standard 18</i>

AT 592- Clinical III- (2 credit hour)

This clinical component will allow the student multiple clinical rotations over the course of the semester. The course will develop a rotation of interprofessional practice with various healthcare professionals within the area of Mobile. Rotations in physical therapy, pulmonology, cardiology, neurology, orthopedics (surgery observation), and a wellness component may be assigned.

Possible Sites	Preceptor Credential	Populations	Common Conditions
Physical Therapy- Saraland Physical Therapy	AT	throughout the lifespan, of different sexes, varying activity and ability level, and non-sports activities	musculoskeletal
Wellness- • Encore Sports Performance	AT	of different sexes, varying activity and ability level	General Health
Orthopedics- The Orthopaedic Group	Physician/ AT	throughout the lifespan, of different sexes, varying activity and ability level, and non-sports activities	musculoskeletal
Victory Health Partners	Physician	throughout the lifespan, of different sexes,	Musculoskeletal, endocrine, dermatological, cardiovascular, respiratory, gastrointestinal, genitourinary, otolaryngological, ophthalmological, dental
UM Center for Excellence in Healthcare	MAT Faculty, AT	Simulated and Standardized Patients	Cardiovascular, respiratory, endocrine, gastrointestinal, genitourinary, otolaryngological, ophthalmological
		<i>Standard 17</i>	<i>Standard 18</i>

Term VI

AT 593- Clinical IV- Elective Clinical Immersion (2 credit hours)- Standard 16

This 16- week (8-week immersion) clinical course allows student's choice for site placement. This course, through supervised autonomy by the preceptor, will allow the student opportunities to work alongside the athletic trainer in their chosen setting. An affiliated site agreement must be on file at least 1 month prior to the start of the experience. The preceptor must hold the AT credential.

Sites	Preceptor Credential	Populations	Common Conditions	Immersive
University of Mobile	AT	Adult, of different sexes, competitive, individual and team, high intensity activities, recreational	musculoskeletal	No
Student Choice	AT	TBD	TBD	Yes
		<i>Standard 17</i>	<i>Standard 18</i>	<i>Standard 16</i>

CAATE Standards

15-logical clinical experience progression with autonomy

16- Immersive clinical experiences

17- Varied client/patient populations

18- Experience with a variety of health conditions seen in AT

POLICIES SPECIFIC TO CLINICAL EDUCATION

CE- Affiliated Site Agreements

Once an athletic trainer expresses interest in becoming a preceptor and they have completed UM's MAT preceptor training, the next step is obtaining a signed affiliated site agreement between all parties before a student is placed at the clinical site. The MAT program does not send athletic training students to a clinical site without an affiliated site agreement signed by all administrative parties involved. Once all signatures are obtained, the hard copy is filed within the clinical site documentation binder.

CE- Calibrations and Maintenance of Clinical Education Equipment

All calibrations in the Jim and Dot Boothe Athletic Training Education Building, the Weaver Hall AT Lab, and affiliated clinical sites will be conducted on an annual basis. Records will be kept on file with the MAT Coordinator of Clinical Education. Calibrations of all modalities at clinical sites are required annually or per manufacturers guidelines. Documentation should be submitted to the CCE.

CE- Clinical Site Requirements to be an Active Site

Each clinical site must provide UM with:

- Critical incident response procedures (for example, emergency action plans)
- Blood-borne pathogen exposure plan
- Communicable and infectious disease policies
- Documentation policies and procedures
- Patient privacy and confidentiality protections
- Plan for clients/patients to be able to differentiate practitioners from student
- Venue specific training requirements

CE- Clinical Competencies

The MAT program determines a student's level of competency to safely perform skills on a patient/client by the successful completion of courses, evaluations in clinical skills labs and clinical courses with preceptors. Students and preceptors are reminded that skills must be taught and practiced before interactions with patients can occur.

Clinical Integration Proficiencies (CIP) are built into all courses as a way to guide students through the process. Checklists and rubrics for UM's CIP's are universal and can be used in both didactic and clinical classes. It is the programs expectation that students engage in continual learning opportunities of these rubrics, regardless of if they are student, peer, instructor, or preceptor evaluations. The university has embraced Miller's Pyramid of Assessment which assists in linking learning outcomes to expectations of the student. This pyramid involves descriptors: Knows, Knows how, Shows how, and Does. In addition, the Dreyfus model is how we would like to evaluate students in the clinical setting. Preceptors are instructed that the only 3 levels they will grade students are Novice, Advanced Beginner, and Competent.

Preceptor Evaluation of Skill:

Rubrics are only there to provide preceptors with the steps. How they interpret these rubrics and how they feel students move through the scenario is at their discretion. We allow preceptors to give feedback to students and the rubrics are then uploaded to canvas for review. The grade for the assessment lies with the preceptor.

In addition, Clinical Integration Proficiencies (CIP) are built into all courses as a way to guide students through the process. Checklists and rubrics for UM's CIP's are universal and can be used in both didactic and clinical classes. It is the programs expectation that students engage in continual learning opportunities of these rubrics, regardless of if they are student, peer, instructor, or preceptor evaluations. The university has embraced Miller's Pyramid of Assessment which assists in linking learning outcomes to expectations of the student. This pyramid involves descriptors: knows, knows how, shows how, and does. In addition, the Dreyfus model is how we would like to evaluate students in the clinical setting: Novice, Advanced Beginner, Competent, Proficient. Preceptors are instructed that the expectation of Novice- Advanced Beginner is expected in AT 590 and AT 591, whereas competent- proficient is expected in AT 592 and AT 593. Students are given a numerical grade of the CIP's as well as a competency level. Students that do not meet the competency level are asked to repeat the curricular standard prior to the completion of the clinical course The program established a passing score benchmark of 80% for all clinical evaluations and 70% for all didactic courses. Remediation is initiated if the passing score is not achieved. Reassessment occurs before the student can advance to the next term.

Level	Description
Novice	The athletic training student possesses basic knowledge of the skill. "Stays to the script" for fear of making an error. Memorization of skills, rather than understanding of all parts
Advanced Beginner	The athletic training student possesses moderate knowledge of the skill. May struggle with putting the who, what, when, how, and why together, but in beginning the process of independent thinking. .
Competent	The athletic training student has proven to be capable of working autonomously with little to no direction for completing tasks. Has a very good understanding of the who, what, why, how, when to accomplish the skills?
Proficient	The athletic training student has reached a level equal to that of an entry level certified athletic trainer.

Semester	Term	Course	Assessments
Summer	Term I	AT 510	Self and Peer Evaluations
Fall	Term II	AT 590	Preceptor Assessment CIP 2A, 2B, 3A, 4A, 6A, 9A
		AT 511	Course instructor skill evaluations
Spring	Term III	AT 591	Preceptor Assessment CIP 4A, 4B, 4E, 4F, 6A
		AT 512	Course instructor skill evaluations
Fall	Term V	AT 592	Preceptor Assessment CIP 1A, 4C, 4D, 4G, 5A, 6A, 8A AT Milestones PC 1 and 2, SB 5, ICS 1, PROF 1-4
		AT 513	Course instructor skill evaluations
Spring	Term VI	AT 593	Preceptor Assessment CIP 4C, 4G, 5A, 8A

CIP's Explained:

CIP 1A- Health Promotion: Nutrition and Fitness

CIP 2A- Protective Equipment- Football Equipment/ Bracing/ Padding/ splinting

CIP 2B- Taping and Wrapping

CIP 3A- Prevention Strategies (environmental)

CIP 4 A- Lower Extremity (Foot, Ankle, Knee, Hip)- Assessment/ Diagnosis

CIP 4 B - Lower Extremity (Foot, Ankle, Knee, Hip)- Modalities - Therapeutic Exercise (CIP 4 and 9 combined)

CIP 4 C -Lower extremity- Assessment- Return to Play/ Psychosocial Strategies (CIP 4 and 7 combined)

CIP 4 D- Spine, Head, Thorax assessment

CIP 4 E - Upper Extremity (Shoulder, Elbow, Wrist and Hand)- Assessment - Diagnosis

CIP 4 F- Upper Extremity (Shoulder, Elbow, Wrist and Hand)- Modalities - Therapeutic Exercise (CIP 4 and 9 combined)

CIP 4 G- Upper extremity- Assessment- Return to Play/ Psychosocial Strategies (CIP 4 and 7 combined)

CIP 5A- "Assessment of General Medical Condition Cardiovascular system (including auscultation)

CIP 6A- Life threatening Conditions (Pulmonary, Cardiac, cervical spine, environmental, fractures, concussion, Exertional sickling, rhabdomyolysis, hyponatremia, wounds, Diabetes, Drug overdose , Testicular injury, other musculoskeletal injuries)

CIP 8A- Behavioral and Mental Health recognition and referral

CIP 9A- Administrative, DEI 1 and 2

AT Milestones Explained:

PC-1: *Patient Centered Care: Responds to each patient's unique characteristics, needs, and goals.*

PC-2: *Patient Centered Care: Demonstrates humanism and cultural competency.*

SBP-5 : *Advocates for individual and community health.*

PROF-1: *Completes a process of professionalization.*

PROF-2: *Has professional and respectful interactions with patients, caregivers, members of the interprofessional team, and stakeholders.*

PROF-3: *Demonstrates professional conduct and accountability.*

PROF-4: *Exhibits integrity and ethical behavior in professional conduct.*

CE- Diversity, Equality, Inclusion

The MAT program is dedicated to providing diverse clinical experiences that allow students the opportunity to grow and develop into positive role models in athletic training. To achieve the mission of the program one step towards this goal is to engage students through meaningful and insightful discussions related to diversity, equality, inclusion, bias, and cultural competence as it relates to healthcare. These topics are addressed in both didactic and clinical courses throughout the student's tenure at UM.

CE Dress Code

Allowed

Khaki pants

Khaki shorts

Tennis shoes

Black scrub pants

UM apparel shorts/shirts

Black dri fit shorts for practices

Clinical Site Apparel

Not Allowed

Flip flops/ Sandals

Cropped Shirts

Blue jeans

Shorts length MORE than 2 inch above the knee

Tank tops/ Low cut shirts/

Eye piercings

Side facing hats

It is extremely important that we dress and look professional at all times. The public image that we present during practices, games, office settings, administrative offices is important to remember. UM approved tee shirts are allowed during outdoor preseason practice and conditioning sessions or when specified by your supervising Preceptor. Hats are only allowed when outside. Hats are not to be worn in the classroom. Students not abiding by the dress code will be sent home from the clinical rotation that day and may be documented for an infraction. Student may wear school specific apparel (example they are working with AT's at McGill Toolen High school). Regardless of what the Preceptor allows or disallows as it relates to clothing and personal appearance, it is important to remember that you are representing UM at all times and will be required to look professional. If at any time you are unsure as to whether or not your appearance is professional, please seek the consultation of the Coordinator of Clinical Education.

CE Emergency Cardiac Care Certification

CPR certification is required at the time of application through ATCAS. The student should ensure that their card is a 2-year card with either the American Red Cross (Professional Rescuer) or the American Heart Association (BLS). The student's certification card should be valid through Term I. The student will be re-certified prior to starting Term IV. The card is loaded into Typhon during MAT orientation. This program creates reminders for renewal for program faculty.

CE Infraction Notification

Absence from a clinical assignment, repeated tardiness, inappropriate attire, misconduct, and/or failure to submit evaluations on time may result in an infraction. A Preceptor or classroom instructor will file any infractions directly with the MAT program director. The Coordinator of Clinical Education will

be notified of the submission, and the infraction card will be placed in the student's file. As a result, there may be a significant reduction in the Clinical course grade.

CE- Clinical Site Orientation, Initial Contact with Preceptor, Contact through Semester

1. The student must contact the assigned Preceptor at least 2 weeks prior to the scheduled start of the rotation. Please schedule a time to visit your clinical site and Preceptor prior to starting your rotation.
2. Approximately 10 days prior to the start of the clinical, the preceptor will receive an email from the Coordinator of Clinical Education stating the courses the student has taken thus far, the skills they have been taught, and the students self-evaluation of themselves.
3. The MAT faculty will provide an orientation to the clinical prior to attending. The following information will be covered:
 - A review of the Emergency Action Plan for each venue at the facility
 - Blood borne Pathogen exposure plan
 - Communicable disease policy
 - Documentation policies and procedures
 - Patient privacy and confidentiality
 - Differentiating student from athletic trainer- name tags
4. The Preceptor should also go over more specific procedures for the clinical site upon arrival that first day. This orientation will include:
 - A tour of the facility
 - A review of dress code and professional expectations for the facility
 - A discussion with the student to plan mutual goals for the rotation
 - Completion of Clinical Site Acknowledgement Form
 - A review of Preceptor expectations
 - A review of the Emergency Action Plan for each venue at the facility
5. Throughout the semester the Coordinator of Clinical education will reach out to the preceptor at a minimum of two times via email. It is the goal to have an onsite visit at least one time throughout the semester. If there is a specific need or issue that communication may increase.

Clinical/ Course Evaluations/ Assessments:

- Student Self Evaluations
Students will have the opportunity to evaluate themselves prior to the clinical course starting and at the conclusion of the clinical experience. The desired outcome is to provide students with the ability to recognize strengths and weaknesses as well as planned goals for the course.
- Preceptor Evaluations
Preceptors will complete evaluations on each student at the end of each rotation. Students will complete evaluations on their Preceptors at the end of each rotation. These evaluations are reviewed with the student by MAT faculty at their end of semester meeting.
- Evaluations of Site and Preceptor
Students have the opportunity to evaluate both their clinical site and their individual preceptor. These evaluations are made available to preceptors 2 weeks after the semester is over.
- Objective Structured Clinical Evaluation- OSCE
Students are paired with undergraduate nursing students (as patients) for these assessments. Clinical skills lab courses primarily utilize the OSCE.
- Written and Oral Examinations

All AT 520 and 530 examinations will utilize written and oral practical exams.

- Written Simulation Style Examinations
AT 525 and AT 535 utilize written simulation examinations.

Student Professional Development

The MAT program encourages the student to obtain professional development throughout their time in the program. The students will be required to obtain 10 hours of professional development time during the first program year (summer/fall/spring) and 10 hours in the second program year (summer/fall/spring). Those hours can be obtained through lunch and learns, webinars, publications, conferences (SEATA/ALATA/NATA), volunteering with campus/ community activities, and/ or volunteer time with intramurals or Victory Health Partners. The topics/events must be specific to athletic training. Documentation of professional development hours will be charted through Typhon.

CE Time Commitment and Time Logs on Typhon- (Standard 13)

Each syllabus is required to state the expected hours that students may be completing assignments, readings, clinical hours, tests, and projects. These estimates are based off course credit hour forms that are required for submittal to the Dean of the School of Health and Sports Science each semester. Ideally the program seeks to maintain guidelines by the Accreditation Council for Graduate Medical Education (ACGME):

Clinical and educational work hours must be limited to no more than 80 hours per week, averaged over a four-week period, inclusive of all in-house clinical and educational activities, clinical work done from home, and all moonlighting.

Every clinical course has two (2) course credit hours attached. Each clinical course has varying hours attached based off the demands of the clinical experience and or exposures necessary to meet course requirements. You will have 15 days to submit your time logs into Typhon before an administrator will have to reopen. If you notice that you are accumulating too many hours (or not enough hours) during your rotation, please talk over your schedule with your Preceptor and Clinical Coordinator of Education. Adjustments may be able to be made to allow you to have a valuable experience. The minimum and maximum hours are necessary for students to see what is minimally expected of their time during the semester.

Clinical Course	Time Frame	Minimum Hours	Maximum Hours
AT 505- supplemental	1 Emergency Department and 1 EMS Ride Along	3 hrs 12 hours shift	3 hrs 12 hour shift
AT 590- clinical	14 week/ 2 week immersion	2 week-70 hour minimum 14 week-150 hr minimum	100 hr max 200 hr max
AT 591- clinical	16 week	200 hr minimum	250 hr max
AT 545- supplemental	4 week	10 hr minimum	20 hr max
AT 570- supplemental	4 week	10 hr minimum	20 hr max
AT 592- clinical	Rotations	50 hr min each site 145 hr total- all sites combined	150 hr max each site 275 hr max total- all sites combined
AT 593- clinical	16 week/ 8 week immersion	300 hr minimum	450 hr max
Totals		900 minimum	1330 maximum

** No more than 30 hours a week is allowed in any given week during normal academic times.

** No more than 70 hours a week during a clinical immersion.

** The student must have at least one day off per week.

CE Radiation Policy

Athletic training students who gain clinical experience in a setting where there is potential for being exposed to radiation producing devices (e.g.x-rays) must follow clinical site guidelines and protocols such as standing behind a protective shield, wearing a shielding device such as an aprons, etc. If you are pregnant you must notify the program director or clinical education coordinator as well as your clinical preceptor and remove yourself from the patient care in situations that would expose yourself to radiation (such as x-rays).

CE Rotation Assignments

Students are assigned clinical sites by the Coordinator of Clinical Education in collaboration with preceptors and faculty. These interactions are based off students' progress in the program, interests in future settings, and multiple exposures that are necessary to meet CAATE standards. In some instances, a clinical component will be the student's choice. The student must remember an affiliated site agreement must be in place one month prior to the course starting. Some clinicals will require clinical immersion with a pre-determined timeframe. The final semester's clinical immersion rotation will be assigned based on the student's professional goals and interests as well as overall fit with the clinical site and preceptor. At no time will a clinical site be utilized that seeks to create a divide due to gender, race, sexual orientation, and/or religion.

Populations will include:

- 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 nonsport activities (for example, participants in military, industrial, occupational, leisure activities, performing arts).

CE- Sanitation Precautions

Students are aware of the need to sanitize their hands after every patient encounter. The blood borne pathogen policy explains what is needed at each site to create a safe and healthy environment. Some high school sites have limited modalities but do have access for handwashing. It is recommended for student safety that hand sanitizer be used until proper handwashing can be utilized. Students should refer to UM's bloodborne pathogen policy for universal precautions and sanitizing equipment.

CE- Supervision versus Autonomy

Supervision occurs along a developmental continuum that allows a student to move from interdependence to independence based on the student's knowledge and skills as well as the context of care. Preceptors must be on-site and have the ability to intervene on behalf of the athletic training student and the patient. Supervision also must occur in compliance with the state practice act of the state in which the student is engaging in client/patient care.

Supervised Autonomy- Allows for direct supervision of the student while mentoring the student to foster the independent, but guided, application of clinical proficiencies and critical thinking skills to match the individual student's level of clinical competency (Sexton, 2009).

CE Student Name Tags

The athletic training student will utilize their program issued name tag for all clinical experiences. If the student misplaces the nametag, they are responsible for replacing it for a cost of 25.00 These nametags must be positioned so that they are visible for preceptor, athletes, patients, and other health care professionals. Nametags will clearly read "Athletic Training Student". It is a requirement of the MAT program that all students wear their nametags to all clinical education experiences.

CE Travel Expectations

The university utilizes clinical sites within a radius of 30 miles from campus. There is currently only one site that falls beyond a 20-mile radius. Remember clinical site placement is based on the student's needs within their academic program, the preceptor's strengths, and the availability of sites. If sites are used that fall in the 20-30-mile radius the student is encouraged to condense their experience to 2-3 days per week and stay for longer times than 5-6 shorter days. The student's ability/inability to maintain reliable transportation is not a factor in determining site placement. The following miles/times are starting from UM campus.

<u>School</u>	<u>Miles</u>	<u>Travel Time</u>
Spanish Fort High School	24 miles	36 min
Saraland High School	3.4 miles	8 min
Satsuma High School	7 miles	15 min
St Luke Episcopal School	15 miles	27 min
St Pauls Episcopal School	10.8 miles	17 min
McGill Toolen High School	12.4 miles	20 min
Bishop State Community College	10.9 miles	14 min
Spring Hill College	11.8 miles	17 min
Victory Health Partners	12.9 miles	19 min
Senior Bowl- USA campus	9.8 miles	16 min
Saraland Physical Therapy	5.6 miles	11 min
Encore Physical Therapy- Saraland	2.8 miles	7 min
Mobile County EMS	13.3 miles	19 min
MIMC- Saraland ED	2.3 miles	5 min
The Orthopaedic Group PC	11 miles	20 min

Typhon Electronic Student Tracking System and Charting Patient Encounters

Student program fees for Typhon Group will allow faculty/preceptors/ students the ability to access electronic submittals of time sheets, patient encounters, evaluations, and program documents. Students enrolled in the Master of Athletic Training Program are required to purchase and utilize the Typhon All Health Student Tracking System (AHST) software in all clinical courses as well as some didactic courses. Typhon AHST system is web-based, HIPAA compliant and allows students to quickly and easily document:

- 1) clinical time logs,
- 2) patient encounter information such as demographics, clinical information, diagnosis and procedure codes, medications, and brief clinical notes, and
- 3) achievement of program competencies
- 4) evaluations of preceptor, student, and program
- 5) measured exposures: observed, assisted, and performed

The necessary clinical and patient information should be entered into the Typhon Log within three (3) days following each clinical day. Typhon is set to lock students out from entering any information after a 15 day time period. Faculty will monitor the Typhon logs regularly to ensure that students are completing their clinical hours and have appropriate clinical experiences. Late entries will not be accepted. At the end of each semester, students must provide a summary of their clinical time to the course faculty member

CE- Venue Specific Training Expectations

Currently only Infirmary Health and McGill Toolen High School require specific training prior to the start of the clinical experience. Training typically consists of information about mandatory reporting

requirements, confidentiality, sexual misconduct or harassment training, and immunization requirements that may be different than program requirements.

CE- Venue Specific Critical Incident Response Procedures

All sites utilized, as a learning opportunity in either a MAT didactic or clinical education site must have a critical incident response plan. These plans should include basic emergency action plans for all venues.

CE Visits:

The Program Director, Coordinator of Clinical Education or their designee will conduct at least one clinical site visit each semester. The purpose of these visits are to observe the Athletic Training students in their clinical rotation and to facilitate communication with the student and the Preceptor regarding the student's progress and experience at the clinical site.

Work Policy

- Working either part time or full time is strongly discouraged as time will be needed to study for semester exams and fulfill clinical expectations.
- If the student must work- the MAT student must fulfill both didactic and clinical requirements in all courses in order to progress through the Master of Athletic Training Program- students will not be excused from any courses or clinical hours due to outside work.
- Students will not be allowed to pursue a graduate assistant position while enrolled in the MAT program. Graduate assistant positions take the student away from valuable classroom and clinical opportunities and absences will not be excused.

CE Volunteering

The student has the right to volunteer their time with healthcare professionals that are not affiliated with UM's program. However, students are encouraged to purchase professional liability insurance, not to wear any apparel related to UM, not to identify as a UM program student, and be unsupervised at any point. Students that volunteer outside of a clinical experience do so without UM liability coverage. Students are aware that identifying themselves as a certified athletic trainer can be grounds for punishment by the BOC.

CLINICAL SITE EXPECTATIONS

The Relationship of Athletic Training Students with Others:

Preceptors

Athletic Training Students will be supervised by their Preceptors at all times while in the clinical setting. They are encouraged to discuss educational, clinical, and personal issues (as they relate to the profession and the job) with their Preceptors whenever an appropriate time presents itself. It is unacceptable to date or socialize with Preceptors. The relationship of preceptor and student should be just as formal as professor and student.

Physicians/Allied Health Care Professionals

Athletic Training students will have the opportunity to meet and work with a variety of physicians and other health care professionals. The physicians have absolute authority in determining the physical wellbeing of a student athlete who wishes to participate in intercollegiate athletics at the University of Mobile. Students will learn a great deal by observing and listening to these health care professionals as they evaluate athletes with various injuries and conditions. Students are also encouraged to ask questions at the appropriate times.

Sexual Harassment

Sexual Harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature or behavior that is not sexual in nature, but is directed at a person because of their sex when (a) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or access to or enjoyment of an educational benefit; (b) submission to or rejection of such conduct is used as a basis for employment or academic decisions or decisions concerning the educational benefits affecting the individual; or (c) conduct that has the purpose or effect of unreasonably interfering with an individual's work or academic performance or other educational benefit or creating an intimidating, hostile or offensive working, learning, or living environment.

Sexual harassment often occurs when one individual has actual or apparent authority over another person, such as a faculty member who can affect a student's grades, or a supervisor who can affect terms and conditions of employment of a subordinate. But sexual harassment can occur between two individuals or any rank or status. For example, it is possible for students to sexually harass each other, a student to sexually harass a faculty member, and a subordinate employee to sexually harass the supervisor. Sexual harassment is absolutely prohibited, whether the harassing individual is a student, employee, contractor, volunteer, or any other person who benefits from a relationship with the University.

Examples of sexual harassment include but are not limited to:

- An attempt to coerce an unwilling person into a sexual relationship;
- Unwelcome questions about sexual behavior or sexual preference;
- Unwelcome verbal conduct such as sexual innuendo, suggestive comments, jokes of a sexual nature;
- Unwelcome commentary about an individual's body, appearance, or sexuality;
- Displaying, distributing, or posting of graphic or sexually suggestive objects, pictures, cartoons, or graffiti by any means, including but not limited to computer networks, cell phones, tablets, or any other electronic device;
- Repeatedly subjecting a person to egregious, unwelcome sexual attention;
- Suggestive, insulting, or obscene comments or gestures;
- Punishing a refusal to comply with a sexual-based request;

- Conditioning a benefit on submitting to sexual advances;
- Sexual or intimate partner violence; stalking; bullying.

If the student feels that there has been a situation of sexual harassment (in any form) they are asked to please report that information directly to the MAT Program Director and Coordinator of Clinical Education. Sexual harassment that is derived from a preceptor must be identified early so that the student can be removed from the clinical site. If the preceptor is reporting this of the student the same will apply. If the student is reporting sexual harassment from another student or faculty member the student should complete the Title IX located at the following website <http://www.123formbuilder.com/form-4980222/title-ix-discrimination-complaint-form>. The steps of the process are outlined within the form and the student will be contacted within 24 hours of reporting.

Coaches

Athletic Training students, under the supervision of their Preceptors, will be called upon to communicate with coaches concerning injuries to their athletes. To earn the coaches' respect and trust, it is important to be thorough, concise, and professional at all times. Treat all coaches with integrity, respect, and courtesy, and expect the same from them. It is unacceptable to date or socialize with coaches or support staff and is looked upon as an unprofessional behavior. Such behavior will not be tolerated.

Student Athletes

Treat all athletes with integrity, respect, and courtesy, and expect the same from them. Strive to combine friendliness and concern with professionalism. Confidence and respect will be gained by exhibiting a basic knowledge of athletic injuries and proficiency in Athletic Training skills. In time, Athletic Training students will gradually learn the attitudes, temperaments, and peculiarities of individual athletes, and will learn to use this insight to foster a professional relationship with them. Athletic Training students should encourage athletes to adhere to all of the rules and regulations pertaining to them while in the Athletic Training room. It is unacceptable to date or socialize with athletes while in the Athletic Training Program. Socializing with athletes while on a university-sponsored trip (i.e. away trips, tournaments, etc.) is strictly prohibited and will not be tolerated. Students dating an athlete during an assigned rotation with that particular team will be immediately removed from that rotation. If an Athletic Training student has a pre-existing relationship with a student-athlete, this should be brought to the attention of the clinical coordinator of education prior to being admitted to the program or before clinical assignments begin so that plans can be made accordingly for clinical assignments. Of greatest importance is to recognize that Athletic Training students who are placed in secondary school settings and possibly private clinics may be working with student athletes who are minors with respect to age and according to law. Under no circumstances will any relationships between the Athletic Training student and a minor be tolerated. This could not only result in Athletic Training Program sanctions but also additional law enforcement involvement.

Social Media

It is unacceptable for MAT students to join the athlete's, social networking site. Although this may seem like a benign action, the athlete may post something that is inappropriate. By associating with that athlete through the social networking site, the MAT student and the program may be misrepresented. Students should not be asked to join a Preceptor's social media (Facebook, Instagram, etc) and students must not ask Preceptors to join their social networking sites. Such behavior will not be tolerated.

- ** Bloodborne pathogen training occurs during MAT Orientation and then again prior to Term V.
- ** Clinical sites may require additional bloodborne pathogen training
- ** This policy is found on Typhon and within the MAT Handbook and MAT website.
- ** Students will be oriented to this policy prior to all clinical exposures.
- ** Exposures at any site should be treated at the nearest medical facility (if necessary) and the Coordinator of Clinical education notified.
- ** Covid restrictions may be in place at certain clinical sites.

BLOOD BORNE PATHOGENS EXPOSURE PLAN

In accordance with the OSHA standards, the following exposure plan has been developed for the University of Mobile Athletic Department and with consideration for the Master of Athletic Training Education Program:

Purpose

The purpose of this exposure control plan is to:

1. Eliminate or minimize occupational exposure to blood or certain other body fluids.
2. Comply with the OSHA Blood borne Pathogens Standard, 29 CFR 1910.1030.

Exposure Determination

OSHA requires employers to perform an exposure determination concerning which employees may incur occupational exposure to blood or other potentially infectious materials. The exposure determination is made without regard to the use of personal protective equipment (i.e. employees are considered to be exposed even if they wear personal protective equipment). This exposure determination is required to list all job classifications in which all employees may be expected to incur such occupational exposure, regardless of frequency. In the Athletic Training Building and the AT Lab, the following job classifications are thus categorized: Staff Athletic Trainers, Athletic Training Students, Physicians, Preceptors, and urine collection team for drug testing.

In addition, OSHA requires a listing of job classifications in which some employees may have occupational exposure. Since not all the employees in these categories would be expected to incur exposure to blood or other potentially infectious materials, task or procedures that would cause these employees to have occupational exposure are also required to be listed in order to clearly understand which employees in these categories are considered to have occupational exposure. The job classification and associated tasks for these categories are as follows:

EMPLOYEE POSITIONS WITH ANTICIPATED EXPOSURE

Positions listed here have an anticipated risk of exposure due to tasks or procedures occurring in the normal performance of duties.

<u>Position</u>	<u>Tasks/Procedures Causing Risk</u>
Athletic Trainer, Preceptor	Clinical and emergency care of athletic injuries, cleaning of potentially contaminated equipment and/or surfaces, handling of contaminated materials

EMPLOYEE POSITIONS WITH POSSIBLE EXPOSURE

Positions in which employees may have occupational exposure are included on this list. Since not all individuals in these categories are expected to incur exposure to blood or other potentially infectious materials, the tasks or procedures that would cause these employees to have occupational exposure are listed.

<u>Position</u>	<u>Tasks/Procedures Causing Risk</u>
Equipment Manager	Potentially contaminated laundry
Head/ Assistant/ GA Coach	Potentially contaminated laundry

STUDENT POSITIONS WITH ANTICIPATED/POSSIBLE EXPOSURE

Positions filled by students that have a risk of exposure to potentially infectious materials. Tasks or procedures that may cause exposure are listed, and an explanation of the student positions follow.

<u>Position</u>	<u>Tasks/Procedures Causing Risk</u>
Athletic Training Students, Student Coach's	Clinical and emergency care of athletic injuries, cleaning of potentially contaminated equipment and/or surfaces, handling of contaminated materials
Team Manager- Full/Part-time Students	Potentially contaminated laundry

Implementation Schedule and Methodology

OSHA also requires this plan to include a schedule and method of implementation for the various requirements of the standard. This plan will be reviewed at least annually and updated as necessary by the MAT Program Director and the Head Athletic Trainer. Copies of this plan are available in the following locations: MAT Athletic Training Policy and Procedure Manual, Intercollegiate Athletics Coaches Handbook, Jim and Dot Boothe Athletic Training Education Building, and Weaver Hall KIN Lab.

The following complies with this requirement:

Compliance Methods

Universal precautions are observed in all aspects of the Jim and Dot Boothe Athletic Training Education building, Weaver Hall KIN Lab, and all clinical sites in order to prevent contact with blood or other potentially infectious materials

Needles

- Contaminated needles and other contaminated sharps will not be bent, recapped, removed, sheared or purposely broken. OSHA allows an exception to this if the procedure would require that the contaminated needle be recapped or removed and no alternative is feasible and the action is required by the medical procedure. If such action is required, then the recapping or removal of the needle must be done by the use of a mechanical device or a one-handed technique.
- Use of a sharps container is required

Specimens

- Specimens of blood or other potentially infectious materials will be placed in a container that prevents leakage during the collection, handling, processing, storage, and transport of the specimens. The container used for this purpose will be labeled or color-coded in accordance with the requirements of the OSHA standard.
- All urine specimen collection for drug screening are labeled and identified. Collectors are required to wear gloves and wash hands between collections of specimen.

Universal Precautions

Must be practiced at event sites, home and away.

- a. non-sterile gloves should be worn whenever contact with blood or body fluids, secretions or excretions are anticipated.
- b. Gowns should be worn when soiling of clothing with blood or body fluid is anticipated.
- c. Strict hand washing should be performed before and after any procedure. Always wash hands after removing gloves. (Liquid hand cleaner can be used when washing facility is unavailable)
- d. When there is a situation in which a splatter with blood, bloody secretions, or body fluids is possible, protective eyewear such as goggles and a mask should be worn.
- e. Needles, syringes, knife blades, should be disposed of in a rigid, puncture-proof container. Needles should not be recapped and should not be bent or broken by hand since accidental needle puncture may occur.
- f. extraordinary care should be taken to avoid accidental wounds from needles or other sharp instruments.
- g. Whenever possible, a hazardous procedure and device should be substituted with one less risky or harmful.
- h. Soiled linen and other laundry, which have become contaminated with blood or other body fluids, should be appropriately labeled and processed according to the policy regarding patients in isolation precautions.
- i. Infectious waste should be disposed of according to the Athletic Training Policy.
- j. Accidental Exposure Protocol - First Aid treatment, must be reported

Contaminated Equipment

- The head athletic trainer, assistant athletic trainers, and athletic training students, and equipment managers shall ensure that equipment, which has been contaminated with blood or other potentially infectious materials, shall be examined prior to servicing or shipping and shall be decontaminated as necessary unless the decontamination of the equipment is not feasible.

Personal Protective Equipment

- All personal protective equipment used at this facility will be provided without cost to staff/students.
- Personal protective equipment will be chosen based on the anticipated exposure to blood or other potentially infectious materials.
- The protective equipment will be considered appropriate only if it does not permit blood or other potentially infectious materials to pass through or reach the clothing, skin, eyes, mouth, or other mucous membranes under normal conditions of use and for the duration of time which the protective equipment will be used.
- Each athletic training room and equipment area will have disposable gloves, gowns, and goggles for usage.
- Hypoallergenic gloves, glove liners, powderless gloves, and other similar alternatives shall be readily accessible to those who are allergic to the gloves normally provided.

The following items will be made available to persons providing service in the athletic training facility:

1. latex examination gloves
2. goggles
3. CPR mouth shields/masks
4. face masks
5. cleaning/utility gloves

Items that will be made available to persons with duties in the athletic laundry rooms:

- a. cleaning/utility gloves

Personal Protective Equipment Cleaning, Laundering, and Disposal

- All personal protective equipment will be cleansed, laundered, or disposed of by athletic training staff at no cost to the employees.
- All garments, which are penetrated by blood, shall be removed immediately or as soon as feasible.
- All personal protective equipment will be removed prior to leaving the work area. When personal protective equipment is removed, it shall be placed in an appropriately designated area or container for storage, washing, decontamination, or disposal.
- The contaminated clothing is to be placed in a designated bag and washed accordingly.

Gloves

- Gloves shall be worn where it is reasonably anticipated that employees will have hand contact with blood, other potentially infectious materials, non-intact skin, and mucous membranes; when performing vascular access procedures and when handling or touching contaminated items or surfaces.
- Disposable gloves used at these facilities are not to be washed or decontaminated for re-use and are to be replaced as soon as practical when they become contaminated or as soon as feasible if they are torn, punctured, or when their ability to function as a barrier is compromised

Eye and Face Protection

- Masks in combination with eye protection devices, such as goggles or glasses with solid side shield, or chin length face shields, are required to be worn whenever splashes, spray, splatter, or droplets of blood or other potentially infectious materials may be generated and eye, nose, or mouth contamination can reasonably be anticipated.

Situation at these facilities that would require such protection are listed in the following table.

**Protective Equipment for Tasks Involving Potential
For Exposure to Blood borne Organisms**

Task	Hand Washing	Gloves	Gown	Mask	Eye Protection
Assisting with incision and draining of wound	X	X	S	++	++
Physical assessment		X			
Emptying emesis basins	X	X			
Applying pressure to control bleeding		X	X	S	++
Emptying trash	X	X			
Collecting urine, wound specimens	X	X			
Cleaning up spills of blood & body substance	X	X			
Applying topical ointment	X	X			
Vital signs - oral temperature, pulse, respiration, blood pressure	X				
Rectal temperature	X	X			
Cleaning surfaces contaminated by blood & body substances	X	X			
Routine dressing changes and wound care	X	X			
Dressing changes for wounds with large amounts of drainage	X	X	S		
Wound irrigation	X	X	S	++	++
Burn dressing changes	X	X	S		
Suture or staple removal - wound with drainage	X	X			
Dressing removal	X	X			
Wound packing	X	X	S		

KEY: X - routinely, S - if soiling likely, and splattering likely, ++ - optional

Housekeeping

The facility will be cleaned and decontaminated according to the following schedule:

<u>Area or Equipment</u>	<u>Schedule</u>
Treatment tables	After every use
Whirlpools	After every use
Ceramic tile floors	Daily
Laundry	Daily
General areas	PRN
Blood spills	PRN

Cleaning of Work Surfaces

- All contaminated work surfaces will be decontaminated after completion of procedures and immediately or as soon as feasible after any spill of blood or other potentially infectious materials, as well as at the end of the work shift.
- All table and countertop surfaces will be cleaned with a disinfectant.
- All bins, pails, cans, and similar receptacles shall be inspected and decontaminated on a regular daily basis.
- Any broken glassware that may be contaminated will not be picked up directly with the hands. Dustpans and hand brooms should be used.
- Reusable sharps that are contaminated with blood or other potentially infectious materials shall not be stored or processed in a manner that requires employees to reach by hand into the containers where these sharps have been placed.

Whirlpool Cleaning

- An antiviral/fungal/bacterial cleaning solution (ex. Whizzer) will be used to clean hydrotherapy equipment on a daily basis.
- During normal operation a water soluble, chlorinated cleaning agent (ex. Hydro-Chlor) will be used to decrease risk of contamination both during and between patient uses. Prior to patient use, the whirlpool will be filled to operational level and the appropriate amount of cleaning agent will be dissolved into the water.
- When the whirlpool is emptied, the sides and bottom will be cleaned using an antiviral/fungal/bacterial cleaner.

- On a weekly basis, or more frequently if needed, the antiviral/fungal/bacterial cleaning solution will be run through the agitator. The agitator will be placed in a bucket containing a mixture of the solution and the motor will be run for 10 minutes. Following this, the agitator will be rinsed by placing it in a bucket of water and running it for 5 minutes

Regulated Waste Disposal- (Complete Environmental will collect waste)

a. Disposable Sharps

- Contaminated sharps shall be discarded immediately or as soon as feasible in containers that are closeable, puncture resistant, leak proof on both sides and bottom and labeled or color coded.
- During use, containers for contaminated sharps shall be easily accessible to personnel and located as close as is feasible to the immediate area where sharps are used or can be reasonably anticipated to be found (e.g., laundries).
- The containers shall be maintained upright throughout use and replaced routinely and not be allowed to overfill.
- When moving containers of contaminated sharps from the area of use, the containers shall be closed immediately prior to removal or replacement to prevent spillage or protrusion of contents during handling, storage, transport, or shipping.

b. Other Regulated Waste

- Regarding gloves, gauze, human tissue, etc. -- each athletic training facility will have a covered waste container lined with a biohazardous trash bag. Materials contaminated with blood, exudates, secretions, body fluid wastes, or other infectious materials are to be placed in these covered containers. Grossly soaked towels will be discarded in a biohazard bag.
- Other regulated waste shall be placed in containers which are closeable, constructed to contain all contents and prevent leakage of fluids during handling, storage, transportation or shipping. The waste must be labeled or color-coded and closed prior to removal to prevent spillage or protrusion of contents during handling, storage, transport, or shipping.

NOTE: Disposal of all regulated waste shall be in accordance with applicable United States, state and local regulations.

Laundry Procedure

- Laundry contaminated with blood or other potentially infectious material will be handled as little as possible.
- All athletic staff will be properly instructed on the procedures for handling contaminated equipment. A note should also be made to properly dispose of contaminated dressings removed following physical activity.
- Those staff members responsible for implementation and enforcement of those procedures include head athletic trainer, assistant athletic trainers, and equipment manager. Such laundry will be placed in an appropriately marked biohazard labeled bags available from the equipment staff. Laundry in these bags will not be sorted or rinsed in the area of use.
- Soiled linens include towels, uniforms, socks, jocks, etc. and are handled in such a manner as to protect the laundry room staff from inadvertent exposure to any organism contained in the soiled items, although the risks of disease transmission through soiled linens is negligible. Players should handle their own dirty laundry items as much as possible.
- Linens washed in hot water with detergent or cool water with germicide will be decontaminated during laundering.
- It is suggested that gloves and gowns be worn when handling soiled linen.
- Linen with moderate amounts of blood or body fluid contamination may be placed in the normal laundry bag.

Post Exposure Evaluation and Follow-Up

All exposure incidents shall be reported, investigated, and documented. When the employee or student incurs an exposure incident, it shall be reported to the department head. Following a report of an exposure incident, the exposed shall immediately receive a confidential medical evaluation and follow-up, including at least the following elements:

- a. Documentation of the route of exposure, and the circumstances under which the exposure incident occurred.
- b. Identification and documentation of the source individual, unless it can be established that identification is infeasible or prohibited by state or local law.

- c. The source individual's blood shall be tested as soon as feasible and after consent is obtained in order to determine HBV and HIV infection. If consent is not provided, the head athletic trainer shall establish that legally required consent cannot be obtained. When the source individual's consent is not required by law, the source individual's blood, if available, shall be tested and the result documented.
- d. When the source individual is already known to be infected with HBV or HIV, testing for the source individual's known HBV or HIV status need not be repeated.
- e. Results of the source individual's testing shall be made available to the exposed employee, and the employee shall be informed of the applicable laws and regulations concerning disclosure of the identity and infectious status of the source individual.
 - Collection and testing of blood for HBVC and HIV serological status will be in compliance with accepted federal standards as directed by the Department of Occupational Health.
 - The exposed's blood shall be collected as soon as feasible and tested after consent is obtained
 - The exposed's will be offered the option of having his/her blood collected for testing of the employee's HIV or HBV serological status. The blood sample will be preserved for up to 90 days to allow the employee to decide if the blood should be tested for HIV serological status.
 - All employees/students who incur an exposure incident will be offered post-exposure evaluation and follow-up in accordance with the OSHA standard.

Labels and Signs

- Athletic training staff and equipment staff shall ensure that biohazard labels shall be affixed to containers of regulated waste, refrigerators and freezers containing blood or other potentially infectious materials, and other containers used to store, transport or ship blood, or other potentially infectious materials.
- Additionally, these staff persons will ensure proper information is disseminated to visiting teams and ample supplies are available in visiting team locker room areas to implement the practice of Universal Precautions.
- The universal biohazard symbol shall be used. The label shall be orange or red screened on laundry bags for handling contaminated clothing.
- Red bags or containers may be substituted for labels.
- However, regulated waste must be handled in accordance with the rules and regulations of the organization having jurisdiction.

Training

The MAT faculty shall ensure that training is provided for all athletic training students at the time of orientation and again annually every June. The training will be interactive and cover the following:

- a. A copy of the standard and an explanation of its contents
- b. A discussion of the epidemiology and symptoms of blood borne diseases
- c. An explanation of the modes of transmission of blood borne pathogens
- d. An explanation of the Blood borne Pathogen Exposure Control Plan (this program), and a method for obtaining a copy
- e. The recognition of tasks that may involve exposure
- f. An explanation of the use and limitations of methods to reduce exposure, for example engineering controls, work practices, and personal protective equipment (PPE)
- g. Information on the types, uses, location, removal, handling, decontamination, and disposal of PPE
- h. An explanation of the basis of selection of PPE
- i. Information on the Hepatitis B vaccination, including efficacy, safety, method of administration, benefits and that it will be offered free of charge
- j. Information on the appropriate actions to take and persons to contact in an emergency involving blood or other potentially infectious materials
- k. An explanation of the procedures to follow if an exposure incident occurs, including the method of reporting and medical follow-up
- l. Information on the evaluation and follow-up required after an exposure incident
- m. An explanation of the signs, labels, and color-coding systems
- n. The person conducting the training shall be knowledgeable in the subject matter.

Evaluation and Review

The athletic training staff and equipment staff are responsible for annually reviewing this program, and its effectiveness, and for updating this program as needed.

**Guidelines for Infectious Waste Disposal
In the Athletic Training Facility**

Type of Waste	Regular Wash	Sharps Container	Biohazard Bag	Toilet/Sink
Needle, syringe, scalpel		X		
Urine				X
Urine containers			X	
Alcohol wipes, used dressings or gauze			X	
Tongue depressors, throat swabs	X			
Containers of blood, blood products and potentially infectious body fluids (synovial fluid, blood or any fluid contaminated with blood)			X	
Broken glass, glass ampules, or sharp objects		X		
Gloves, if not contaminated	X			

Access to Policy

- *This policy is located on Typhon for student access at all times.*

Training

- *Initial training occurs during MAT orientation and again prior to the start of Term IV.*
- *Clinical sites may require additional blood-borne pathogen training specific to their site.*

Access to PPE

- *Each preceptor is given at the start of the clinical experience a blood borne pathogen kit that contains gloves, eye wear, spill cleanup materials, gown, and biohazard bag. Students are also given a shoulder bag to carry gloves, gauze, tape, scissors, Band-Aids, and other supplies while at their clinical*

Access to Handwashing Stations

- *Each clinical site provides the student with access to a hand washing station and/or has hand sanitizer accessible.*

**UNIVERSITY OF MOBILE
OSHA/ADEM COMPLIANCE STATEMENT**

Blood borne pathogens are disease-causing microorganisms that may be present in human blood. Two pathogens that are of special importance to athletic trainers are Hepatitis B Virus (HBV) and Human Immunodeficiency Virus (HIV). Hepatitis B directly affects the liver by resulting in swelling, soreness, and the loss of normal functions to the liver. Human Immunodeficiency Virus affects the immune system by destroying the T cells that help prevent disease. At this time, there is no known cure for either. At this time there is a vaccine for prevention of HBV that is available.

All individuals working within the University of Mobile Athletic Training Program as either a staff athletic trainer, faculty, student, or preceptor are anticipated to come in contact with blood or other infectious materials while performing their duties. The potential for exposure not only exists in the athletic training rooms, but also on the practice and/or competition fields.

These potential areas of exposure and disease transmission as well as, techniques of transmission prevention are documented and outlined in the Blood borne Pathogen Exposure Plan for the University of Mobile's Master of Athletic Training Program.

I have been given, I have read, understand, and will follow the Blood borne Pathogen Exposure Plan for the University of Mobile Athletic Training Program. I also understand that I must take part in yearly in-service programs on the OSHA guidelines and universal precautions.

Year 1

Student Signature

Date

Staff Signature /Witness

Date

Year 2

Student Signature

Date

Staff Signature /Witness

Date

- ** This policy is found within the MAT handbook and MAT website.
- ** Students are expected to use good judgement when sick and seek medical attention when necessary.
- ** Some clinical sites may require the Covid vaccine.

COMMUNICABLE/INFECTIOUS DISEASE POLICY

All clinical sites abide by the policies set by the Alabama Department of Public Health <https://www.alabamapublichealth.gov/bcd/index.html>. The University of Mobile Master of Athletic Training Program recognizes the importance of minimizing the exposure of athletes or patients in a clinical setting to communicable diseases. Therefore, athletic training students are instructed not to report to their clinical site if they have active signs or symptoms of a communicable disease. They are further instructed to notify the Preceptor of their status and provide an estimate of how long they will need to be absent from their clinical assignment. It is the option of the athletic training student whether or not to seek medical attention when they have communicable disease symptoms, but seeking such attention is strongly recommended. In the event that a Preceptor feels that an athletic training student assigned to his/her site is missing an inordinate amount of time due to adherence to the communicable disease policy, he/she should contact the University of Mobile MAT Program Director.

Persons with the following medical conditions should not be allowed patient contact without a medical clearance:

Communicable Diseases cited by the CDC:

Blood borne pathogens	Chicken pox	Conjunctivitis
Cytomegalovirus	Diphtheria	Flu
Gastrointestinal infections, acute	Hepatitis A, B, C	Herpes simplex and zoster
Measles- German	Meningococcal disease	Methicillin-resistant staphylococcus infection (MRSA)
Mumps	Parvovirus	Pertussis
Poliomyelitis	Rabies	Rubella (3 or 9 day measles)
Scabies and pediculosis	Staphylococcus aureus infection	Streptococcus infection
Tuberculosis	Mononucleosis	Influenza
Common Cold/ SARS/ Covid		

Students displaying any of the following signs or symptoms should be examined by a health care professional prior to coming to class or a clinical experience:

Fever • Skin rash • Nasal discharge • Cough • Open and/or oozing skin lesions • Yellowing of the skin, eyes, or mouth • Unexplained fatigue • Chest pain • Dizziness

Official Statement from the National Athletic Trainers' Association on Communicable and Infectious Diseases in Secondary School Sports

The National Athletic Trainers' Association (NATA) recommends that health care professionals and participants in secondary school athletics take the proper precautions to prevent the spread of communicable and infectious diseases.

Due to the nature of competitive sports at the high school level, there is increased risk for the spread of infectious diseases, such as impetigo, community acquired methicillin-resistant staphylococcus infection (MRSA) and herpes gladiatorum (a form of herpes virus that causes lesions on the head, neck and shoulders). These diseases are spread by skin-to-skin contact and infected equipment shared by athletes, generally causing lesions of the skin.

The following are suggestions from NATA to prevent the spread of infectious and communicable diseases:

- Immediately shower after practice or competition
- Wash all athletic clothing worn during practice or competition daily
- Clean and disinfect gym bags and/or travel bags if the athlete is carrying dirty workout gear home to be washed and then bringing clean gear back to school in the same bag. This problem can also be prevented by using disposable bags for practice laundry.
- Wash athletic gear (such as knee or elbow pads) periodically and hang to dry
- Clean and disinfect protective equipment such as helmets, shoulder pads, catcher's equipment and hockey goalie equipment on a regular basis
- Do not share towels or personal hygiene products with others
- All skin lesions should be covered before practice or competition to prevent risk of infection to the wound and transmission of illness to other participants. Only skin infections that have been properly diagnosed and treated may be covered to allow participation of any kind
- All new skin lesions occurring during practice or competition should be properly diagnosed and treated immediately.
- Playing fields should be inspected regularly for animal droppings that could cause bacterial infections of cuts or abrasions
- Athletic lockers should be sanitized between seasons
- Rather than carpeting, locker or dressing rooms should have tile floors that may be cleaned and sanitized
- Weight room equipment, including benches, bars and handles should be cleaned and sanitized daily

Official Statement from the National Athletic Trainers' Association on Community-Acquired MRSA Infections (CA-MRSA)

In an effort to educate the public about the potential risks of the emergence of community acquired methicillin-resistant staphylococcus infection (CA-MRSA), the National Athletic Trainers' Association (NATA) recommends that health care personnel and physically active participants take appropriate precautions with suspicious lesions and talk with a physician.

According to the Centers for Disease Control and Prevention (CDC), approximately 25% to 30% of the population is colonized in the nose with Staphylococcus aureus, often referred to as "staph" and approximately 1% of the population is colonized with MRSA1 .

Cases have developed from person-to-person contact, shared towels, soaps, improperly treated whirlpools, and equipment (mats, pads, surfaces, etc). Staph or CA-MRSA infections usually manifest as skin infections, such as pimples, pustules and boils, which present as red, swollen, painful, or have pus or other drainage. Without proper referral and care, more serious infections may cause pneumonia, bloodstream infections, or surgical wound infections.

Maintaining good hygiene and avoiding contact with drainage from skin lesions are the best methods for prevention. Proper prevention and management recommendations may include, but are not limited to:

1. Keep hands clean by washing thoroughly with soap and warm water or using an alcohol-based hand sanitizer routinely.
2. Encourage immediate showering following activity.
3. Avoid whirlpools or common tubs with open wounds, scrapes or scratches.
4. Avoid sharing towels, razors, and daily athletic gear.
5. Properly wash athletic gear and towels after each use.
6. Maintain clean facilities and equipment.
7. Inform or refer to appropriate health care personnel for all active skin lesions and lesions that do not respond to initial therapy.
8. Administer or seek proper first aid.
9. Encourage health care personnel to seek bacterial cultures to establish a diagnosis.
10. Care and cover skin lesions appropriately before participation.

COVID-19 PRECAUTIONS

Personal protective equipment (PPE) will be provided to students in any clinical setting that is deemed a risk of exposure.

EXPOSURE CONTROL PLAN FOR INFECTIOUS WASTE MATERIALS

Infectious waste materials are those materials that may transmit infectious diseases from one person to another. Infectious waste materials are any materials that have been exposed to bodily fluids and secretions (i.e. blood, cerebrospinal fluid, saliva, mucus, semen, vaginal secretions, and any other bodily fluids). Because diseases such as AIDS, HIV, and Hepatitis B are so contagious and life threatening, extreme caution must be taken when handling any infectious material and when disposing of these materials. All situations involving infectious materials or bodily fluids must be taken seriously and treated in a safe manner. Therefore, one's only protection from these viruses is using precaution when handling infectious materials.

Following are rules and guidelines for the athletic training room and clinical sites that must be followed when handling and disposing infectious materials. If you do not understand or have questions regarding these guidelines, consult your preceptor/athletic trainer immediately. As knowledge increases in the field of athletic training, procedures may change. Therefore, it is important that each athletic training student check these guidelines regularly as changes may occur.

GUIDELINES FOR INFECTIOUS WASTE MATERIALS

1. All athletic training students must receive the Hepatitis B vaccination or sign a waiver before they can handle infectious waste.
2. All athletic training students must have attended the in-service on infectious waste materials, blood borne pathogens training, and universal precautions on file with the Coordinator of Clinical Education.
3. All students must have a current CPR/AED card prior to beginning clinicals.
4. All injuries that involve bodily fluids must be taken seriously, and treated in a manner that protects the athlete and the athletic training student from the transmission of an infectious disease.
5. Everyone must wear latex gloves when treating, managing, or handling injuries that involve bodily fluids.
6. Always use extreme caution when treating any type of skin disorders, even if the disorder is not secreting bodily fluids.
7. Everyone will wash their hands in warm water with soap after treating, managing, or handling injuries that involve bodily fluids.
8. After every injury that involves bodily fluids has been adequately treated, the entire area should be disinfected. This includes tables, chairs, or any other area the athlete may have come in contact with.
9. Always clean tables, equipment, and workstations after each use and at the end of each day.

10. All students will use extreme caution when treating, managing, or handling infectious waste wounds in order to prevent splashing of bodily fluids. Eye protection is suggested when handling these types of injuries.
11. All students will be issued face shields for CPR/rescue breathing and will be expected to carry the masks at all times during practices and competitions.
12. Any material that has been exposed to bodily fluids must be disposed of in the correct manner.
13. All materials that have come in contact with bodily fluids that do not have any sharp edges will go in the red trashcan labeled "Biohazard". DO NOT throw any material in regular trashcans that has been exposed to bodily fluids.
14. All those materials that have been exposed to bodily fluids that have sharp edges will go in the red container labeled "Sharps Biohazard".
15. When biohazard containers become full notify the preceptor/athletic trainer for proper disposal of these materials. These materials are picked up by trained personnel so that they can be disposed of without endangering anyone.
16. All laundry that has been exposed to bodily fluids must be treated with extreme caution. Always wear latex gloves when handling this laundry, and see to it that these pieces of laundry are washed immediately.
17. All students must report and/or document any treatment of injuries that involve bodily fluids every time they are treated to the Preceptor and the Coordinator of Clinical education
18. All students should report any exposure to bodily fluids to their supervising Preceptor as soon as they occur. The athletic training student must fill out a report of exposure to human blood or other potentially infectious materials. This report should be given to and reviewed by the Preceptor and the Program Director. The student will be referred to the school nurse. This is for the protection of the athletic training student and the athlete involved. **All costs incurred relative to exposure incidents, initial, and follow-up, are the responsibility of the individual student.**
19. Any exposure to such materials warrants immediate cleansing with warm water and soap. If in the eyes, flood the eyes with warm water. If in the mouth, rinse with warm water or some type of mouthwash.
20. The Preceptor or coordinator of clinical education should be consulted for any problems or misunderstandings regarding these guidelines. Ask questions before handling a situation in an incorrect manner.

Student Signature

Coordinator of Clinical Education

Date

**Report of Exposure to Human Blood or
Other Potentially Infectious Materials**

1. Wash the exposed area thoroughly. Use soap for skin; use only water if eyes, nose, or mouth.
 - a. Notify your Preceptor of this exposure.
 - b. Please complete this section. If you have any questions, please ask your supervisor.

Name: _____ Date of Report: _____

Home Address: _____ Home Phone: _____

City: _____ State: _____ Zip: _____ Phone: _____

The incident occurred on _____ (date) at _____ AM/PM, at _____ (location), and was reported to _____ (preceptor) and _____ program director on the following day. Filing of this form must be done within 24 hours of exposure. The preceptor and program director must be notified immediately upon any exposure.

I received an exposure to:

_____ **Blood**
_____ **Other potentially infectious body fluid** (specify, if possible).

This material came into contact with my:

_____ **Right eye** _____ **Left Eye** _____ **Both Eyes** _____ **Nose** _____ **Mouth**
_____ **Cut/scratched/damaged/punctured skin**

This exposure occurred while I was wearing:

_____ **Gloves** _____ **Gown** _____ **Eye wear** _____ **Mask**

Immediately after I received the exposure, I:

_____ **Washed the exposed area thoroughly**
_____ **Reported the exposure to my supervisor/ preceptor**

I _____ **have** _____ **have not** been vaccinated against the hepatitis B virus.

I _____ **can** _____ **cannot** identify the individual to whose blood or body fluid I was exposed:

Name: _____ Site Incident Occurred: _____

When you are finished, sign and date this section and give this report to your preceptor and program director.

Student Signature: _____ **Preceptor Signature** _____

Program Director Signature: _____ **Date:** _____

:

Appendices

POLICIES AND PROCEDURES MANUAL AFFIRMATION
Appendix A

I have read and understood the policies that were outlined in this policy and procedures manual.

Yes

Specific to these policies and procedures, I have read and understood the following: (Please initial)

- _____ Academic dishonesty policy
- _____ Grievance policy
- _____ Matriculation requirements
- _____ Nondiscrimination policies
- _____ Policies for student withdrawal and refund of tuition and fees
- _____ Technical standards or essential functions
- _____ Academic calendars
- _____ Academic curriculum and course sequence
- _____ Admissions process (including prerequisite courses)
- _____ All costs associated with the program, including (but not limited to) tuition, fees, refund policies, travel costs, and clothing
- _____ Blood-borne pathogen protection and exposure plan (including requirements that students receive training, before being placed in a potential exposure situation and annually thereafter, and that students have access to and use of appropriate blood-borne pathogen barriers and control measures at all sites)
- _____ Calibration and maintenance of equipment according to manufacturer guidelines
- _____ Catalogs
- _____ Clinical placements
- _____ Communicable and infectious disease transmission
- _____ Criminal background check policies
- _____ Degree requirements
- _____ Disciplinary actions (if applicable)
- _____ Emergency cardiac care training before engaging in athletic training and supplemental clinical experiences
- _____ Financial aid/ Scholarships
- _____ Grade policies
- _____ Immunization requirements
- _____ Information about athletic training and supplemental clinical experiences, including travel expectations to clinical sites
- _____ Patient/client privacy protection (FERPA and HIPAA)
- _____ Procedures governing the award of available funding for scholarships
- _____ Program mission, goals, and expected outcomes
- _____ Radiation exposure (as applicable)
- _____ Recruitment and admissions information, including admissions criteria, policies regarding transfer of credit, and any special considerations used in the process
- _____ Sanitation precautions, including ability to clean hands before and after patient encounters
- _____ Verification of annual blood-borne pathogen training
- _____ Verification of compliance with the program's technical standards requirements
- _____ Verification that the program's students are protected by professional liability insurance

Student Printed Name

Student Signature

Date

Coordinator of Clinical Education



UNIVERSITY of MOBILE

Proposed Clinical Site Qualification Form Appendix B

- Initial Decision
- Annual Review

Proposed Site: _____ **Employer:** _____

Sports available on site: (circle all that apply)

FB	SB	BSB	VB	Soc	BKB	
TN	Golf	Lacrosse	Track	Field Hockey	Rugby	Wrestling
Swim/Dive	Rodeo					
Not applicable	Other:	_____				

Does the site currently have the following policies?

- _____ Critical incident response procedures (for example, emergency action plans)
- _____ Blood-borne pathogen exposure plan
- _____ Communicable and infectious disease policies
- _____ Documentation of policies and procedures
- _____ Patient privacy and confidentiality protections (EMR systems in place)
- _____ Plan for clients/patients to be able to differentiate practitioners from students (only applicable in PT or physician settings). (UM requires students to wear name tags and make them visible at all sites)
- _____ Current Calibrations

Yes or No Does this site also house physical therapy?

Yes or No Does the facility have sufficient square footage to adequately serve their patient population?

- _____ Number of Patients seen per day in facility
- _____ How many areas serve as an athletic training site (ex football ATR, softball ATR)
- _____ How many current athletic trainers work within your facility

Yes or No Does the facility have sufficient and viable therapeutic modalities, rehabilitation equipment, and emergency care equipment to adequately serve their patient population?

Yes or No Does the facility meet the needs of UM's Master of Athletic Training programs students?

Initial Decision:
 _____ Accept
 _____ Defer

Renewal Decisions:
 _____ Continue to serve as a UM clinical site
 _____ Remove as clinical site

UM MAT Faculty Representative: _____ **Date:** _____



UNIVERSITY of MOBILE

Clinical Site Student/Preceptor Acknowledgement Form Appendix D

Student: _____

Clinical Course #: _____

Preceptor: _____

Date: _____

Section A- (completed by student)

Clinical Class	Timeframe	Minimum Hours	Maximum Hours
AT 505- supplemental	1 Emergency Department and 1 EMS Ride Along	3 hrs 12 hours shift	3 hrs 12 hour shift
AT 590- clinical	14 week/ 2 week immersion	2 week-70 hour minimum 14 week-150 hr minimum	100 hr max 200 hr max
AT 591- clinical	16 week	200 hr minimum	250 hr max
AT 545- supplemental	4 week	10 hr minimum	20 hr max
AT 570- supplemental	4 week	10 hr minimum	20 hr max
AT 592- clinical	Rotations	50 hr min each site 145 hr total- all sites combined	150 hr max each site 275 hr max total- all sites combined
AT 593- clinical	16 week/ 8 week immersion	300 hr minimum	450 hr max
Totals		900 minimum	1330 maximum

Section B- (completed by student) (Please initial)

- _____ I am aware of the clinical requirements for this setting.
- _____ I am aware that this clinical experience will require assessments throughout the semester.
- _____ I am aware that acceptable scores on assessments are a minimum of 80%.
- _____ I am aware that remediation may be warranted if I fail to meet these minimum requirements on assessments.
- _____ I have been made aware of all policies and procedures for clinical expectations and requirements.
- _____ I am aware that this clinical class requires weekly participation in a classroom setting.
- _____ I am aware that my evaluations and assessments are based off appropriate levels of achievement.
- _____ I have received site orientation for this particular clinical setting.
- _____ I have received Emergency Action Plans for this setting and each additional venue.
- _____ I have received Blood-borne pathogen exposure plans for this venue and each additional venue.
- _____ I have received a Communicable and infectious disease policy as it relates to this venue.
- _____ I have been instructed on documentation policies and procedures for this venue.
- _____ I have been instructed on patient privacy and confidentiality protections for this venue
- _____ I have been given a UM nametag or a facility specific nametag to wear for all clinical experiences.

Student Class Schedule- (Please put name of course with corresponding time (ex- BIO 525))

Class Times	Mon	Tue	Wed	Thur	Fri
8-9:20					
9:30-11:00					
11:00-12:00					
12:00-1:20					
1:30-3:00					
3:00-4:00					
4:00-7:00					
7:00-9:00					

(Mark with XXXX for times you will be there). The preceptor should also add times that work for them.

Clinical Times	Mon	Tue	Wed	Thur	Fri	Sat
5:00a-6:00a						
6:00a-7:00a						
7:00a-8:00a						
8:00a- 9:00a						
9:00a-10:00a						
10:00a-11:00a						
11:00a-12:00p						
12:00p-1:00p						
1:00p-2:00p						
2:00p-3:00p						
3:00p-4:00p						
4:00p-5:00p						
5:00p-6:00p						
6:00p-7:00p						
7:00p-8:00p						
8:00p-9:00p						
9:00p-10:00p						
10:00p-11:00p						

Section C- (completed by preceptor) (Please initial)

_____ I have performed a site orientation for this student that includes:

- Critical incident response procedures (for example, emergency action plans)
- Blood-borne pathogen exposure plan
- Communicable and infectious disease policies
- Documentation policies and procedures
- Patient privacy and confidentiality protections
- Plan for clients/patients to be able to differentiate practitioners from student

_____ I have reviewed the student's current progress within the program prior to the start of this clinical course (courses taken, assessments).

_____ I have spoken with the Coordinator of Clinical Education and know the course requirements and assessments for which I am responsible for assessing the student.

Section D- For AT 590 (Fall Term II) and AT 593 (Spring Term VI)

(Completed by preceptor- ONLY if the clinical requires an immersion experience)

_____ I understand that the clinical experience I am overseeing as a preceptor is an immersive experience.

_____ I understand that the immersive requires the student to be present with me during all working hours at my clinical site.

_____ I understand that the student should do no more than 70 hours a week during the immersive.

_____ I understand that supervised autonomy is the goal of the immersion.

_____ I understand that All aspects of my job should be available to the student (including but not limited to staff meetings, parent meetings, physician visits, coverages of games and practices, coverage of athletic training room hours, administrative hours.)

CE- Supervision versus Autonomy

Supervision occurs along a developmental continuum that allows a student to move from interdependence to independence based on the student's knowledge and skills as well as the context of care. Preceptors must be on-site and have the ability to intervene on behalf of the athletic training student and the patient. Supervision also must occur in compliance with the state practice act of the state in which the student is engaging in client/patient care.

Supervised Autonomy- Allows for direct supervision of the student while mentoring the student to foster the independent, but guided, application of clinical proficiencies and critical thinking skills to match the individual student's level of clinical competency (Sexton, 2009).

Signature of Student

Signature of Preceptor

Student- Please scan a copy of this document directly to your canvas course.

Clinical Orientation- UM Administered
Appendix E

Standard 29 The program ensures that each student is oriented to the policies and procedures of their clinical site. Annotation: Orientations must occur at the start of the experience and before a client/patient encounter at the site. The orientation for athletic training and supplemental clinical experiences must include (but is not limited to) the following:

- Critical incident response procedures (for example, emergency action plans)
- Blood-borne pathogen exposure plan
- Communicable and infectious disease policies
- Documentation policies and procedures
- Patient privacy and confidentiality protections
- Plan for clients/patients to be able to differentiate practitioners from students

UM Policies and Procedures Handbook

Clinical Education

- Clinical education Sites (Standard 24K)
- CAATE Standards for Clinical Education
- Description of Clinical Education (Standard 24K)
- Policies Specific to Clinical Education (Standard 24K)
- CE Competencies
- CE Dress Code
- CE Emergency Cardiac Certification (Standard 26B)
- CE Infraction Notification
- CE Orientation (Standard 26J, 26K))
- CE Student Self Evaluations
- CE Preceptor Evaluations
- CE Professional Development
- DE Time Commitments
- CE Radiation policy (as applicable)
- CE Rotation Assignment
- CE Sight and Sound/Direct Supervision
- CE Name Tags (Standard 26A)
- CE Travel Expectations (Standard 24D)
- CE Typhon Patient Encounters
- CE Site Visits
- CE Work policy
- Clinical Site Expectations (Standard 24K)
- Blood borne Pathogen Policy (Standard 26 C)
- Communicable Disease and Exposure Plan .(Standard 26E)

I have read and understood the policies and procedures in place for UM's clinical experiences. I have been given information regarding the preceptor (credentials, years of experience), clinical site information (sports, types of patients, facilities), Typhon (Patient encounters), as well as both program and clinical site policies and procedures.

Student Signature

UM Coordinator of Clinical Ed

Date

