

# The University of Utah Department of Physical Therapy and Athletic Training Master of Athletic Training

## Student Handbook



Updated: July 2021



For updates, feedback, or questions contact Justin Rigby, MAT Program Director  
(Justin.Rigby@health.utah.edu)

## **Welcome to the Master of Athletic Training**

Welcome to the Master of Athletic Training program at the University of Utah. During your time with us, we hope that you will have a positive educational, professional, and social experience. Your education will focus on didactic and clinical learning with certified athletic trainers, team physicians, other health care professionals, coaches, athletes, patients, and others. Please take advantage of your time; it will help you in more ways than just athletic training.

Master of Athletic Training students work with the Department of Athletics, University of Utah Health, professional sports, and many other entities on- and off-campus. You will be exposed to many different personalities, situations, and settings. All of these experiences are potential learning opportunities and a chance to represent your school and the field of athletic training. In addition, these experiences are an essential part of the educational experience.

The following information has been compiled to help you understand the responsibilities and procedures enforced by the Master of Athletic Training program. Please read each page carefully and ask questions if you do not understand any of the material.

## **Mission of the Master of Athletic Training**

The mission of the Master of Athletic Training program at the University of Utah is to develop confident and competent board-certified athletic training professionals. Our graduates will be highly qualified to practice a wide variety of settings and become effective members of the healthcare team using a student-focused healthcare curriculum, distinct interprofessional education, community engagement, and stimulating clinical experiences.

## **Master of Athletic Training Description**

The Commission for Accreditation of Athletic Training Education (CAATE) accredits the Master of Athletic program, one of the premier athletic training programs in the western United States. The Master of Athletic Training provides students with integrated knowledge and clinical understanding of athletic training techniques in coordination within an academic medical center. Through a cooperative effort of disciplines, a curriculum has been designed to provide didactic and hands-on learning opportunities leading to a mastery of athletic training skills. Additionally, a variety of clinical settings within the University of Utah athletic teams, SLC area sports medicine clinics, high schools, general medicine settings, and professional sports teams prepare students for a career in athletic training. Students who successfully complete the Master of Athletic Training program and pass the BOC exam are eligible to be licensed in the state of Utah.

## **Table of Contents**

|   |           |
|---|-----------|
| <b>Welcome to the Master of Athletic Training</b> ..... | <b>2</b>  |
| <b>Mission of the Master of Athletic Training</b> ..... | <b>2</b>  |
| <b>Master of Athletic Training Description</b> .....    | <b>2</b>  |
| <b>Contact Information</b> .....                        | <b>6</b>  |
| <b>Administrative Staff</b> .....                       | <b>6</b>  |
| <b>Department Leadership</b> .....                      | <b>6</b>  |
| <b>Faculty</b> .....                                    | <b>6</b>  |
| <b>Student Contacts</b> .....                           | <b>8</b>  |
| <b>Program Requirements</b> .....                       | <b>8</b>  |
| <b>Admissions Requirements and Procedures</b> .....     | <b>8</b>  |
| Minimum Requirements for Admissions .....               | 8         |
| Prerequisite Requirements .....                         | 9         |
| Transfer Credits .....                                  | 9         |
| International Students .....                            | 9         |
| <b>Expected Learning Outcomes</b> .....                 | <b>9</b>  |
| <b>Program Coursework</b> .....                         | <b>10</b> |
| <b>Supervisory Committee</b> .....                      | <b>10</b> |
| <b>Capstone Project</b> .....                           | <b>10</b> |
| <b>Apply for Graduation</b> .....                       | <b>10</b> |
| Exit Interview .....                                    | 11        |
| <b>Academic Requirements and Policies</b> .....         | <b>11</b> |
| <b>Minimum GPA</b> .....                                | <b>11</b> |
| Normal Progress .....                                   | 11        |
| <b>Academic Probation</b> .....                         | <b>11</b> |
| <b>Continuous Registration</b> .....                    | <b>11</b> |
| Leave of Absence .....                                  | 11        |
| Family and Medical Leave .....                          | 12        |
| Leaving the Program Early .....                         | 12        |
| <b>Dismissal Policies and Procedures</b> .....          | <b>12</b> |
| Dismissal .....   | 12        |
| Infractions .....                                       | 12        |
| Appeals .....   | 14        |
| <b>Time Limit to Degree</b> .....                       | <b>14</b> |
| <b>Academic Accommodations</b> .....                    | <b>14</b> |
| <b>Student Exchange or Study Abroad</b> .....           | <b>14</b> |
| <b>Financial Resources</b> .....                        | <b>14</b> |
| Financial Aid and Tuition .....                         | 14        |
| Western Regional Graduate Program .....                 | 15        |
| <b>Residency</b> .....                                  | <b>15</b> |
| <b>Financial Resources</b> .....                        | <b>15</b> |

|   |           |
|---|-----------|
| <b>Program Reimbursements.....</b>                    | <b>15</b> |
| NATA Membership Due .....                             | 15        |
| BOC Referral and Reimbursement.....                   | 15        |
| Conference Support: UATA, RMATA, NATA, ATEC, etc..... | 15        |
| <b>Student and Faculty Code.....</b>                  | <b>16</b> |
| <b>Graduate School Code of Conduct .....</b>          | <b>16</b> |
| <b>Informal Dispute Resolution .....</b>              | <b>16</b> |
| <b>Formal Dispute Resolution.....</b>                 | <b>16</b> |
| <b>Title IX .....</b>                                 | <b>16</b> |
| <b>Student Safety.....</b>                            | <b>17</b> |
| <b>Safety Resources.....</b>                          | <b>17</b> |
| <b>Student Access to Physical Resources.....</b>      | <b>18</b> |
| <b>Program Resources .....</b>                        | <b>18</b> |
| Clothing .....  | 18        |
| <b>University Resources.....</b>                      | <b>18</b> |
| University ID Card .....                              | 18        |
| TRAX Pass .....                                       | 18        |
| Wireless Connections .....                            | 18        |
| Software.....   | 18        |
| Hardware .....  | 18        |
| Paychecks & Direct Deposit.....                       | 18        |
| Housing.....  | 18        |
| Meals & Food .....                                    | 18        |
| Arts & Entertainment.....                             | 18        |
| <b>Student Resources.....</b>                         | <b>18</b> |
| <b>Graduate School Resources.....</b>                 | <b>18</b> |
| Events .....  | 19        |
| Administrative & Records .....                        | 19        |
| Advocacy .....  | 19        |
| Training & Workshop Programs .....                    | 19        |
| Writing & Manuscript Editing.....                     | 19        |
| <b>University Resources.....</b>                      | <b>19</b> |
| <b>Clinical Education.....</b>                        | <b>20</b> |
| <b>Certifications.....</b>                            | <b>20</b> |
| <b>FERPA/HIPPA Training.....</b>                      | <b>20</b> |
| <b>Immunizations .....</b>                            | <b>20</b> |
| <b>Background Check and Drug Screening.....</b>       | <b>22</b> |
| ATP & MSSM Drug Screening.....                        | 22        |
| Criminal Actions.....                                 | 23        |
| Substance Use and Abuse.....                          | 23        |
| <b>Outside Employment.....</b>                        | <b>23</b> |
| <b>Clinical Assignment.....</b>                       | <b>24</b> |
| Canceling a Clinical Placement .....                  | 24        |
| Withdrawing from a Clinical Placement .....           | 25        |

|  |           |
|--|-----------|
| Academic/Clinical Scheduling .....             | 25        |
| <b>Driving.....</b>                            | <b>25</b> |
| <b>Relationships.....</b>                      | <b>26</b> |
| <b>Professional Behavior Policy.....</b>       | <b>26</b> |
| Clinical Education Behavior Expectations ..... | 26        |
| Dress Code.....                                | 28        |
| Rubric for Professional Behaviors.....         | 30        |

## **Contact Information**

### **Administrative Staff**



Josh Larson  
Simulation and Clinical Manager  
[joshua.larson@health.utah.edu](mailto:joshua.larson@health.utah.edu)  
801.213.1329  
Office: HPER West, Room 113G

Josh manages simulation experiences in the Master of Athletic Training and specializes in acute care as a paramedic. Josh administrates clinical education items such as contracts and professional liability. Josh also manages the PAC-12 Health Analytics Program at the University of Utah and will facilitate health informatics projects related to class and capstone projects.



Claire Forrester  
Program Coordinator  
[Claire.Forrester@health.utah.edu](mailto:Claire.Forrester@health.utah.edu)  
801.585.1820  
Office: HPER West, Room 113

Claire coordinates all administrative tasks associated with the program. She handles financial reimbursements and purchasing, admissions processes, Graduate Record documentation, class and room scheduling, and event organization.

### **Department Leadership**



Lee Dibble, PT, PhD, ATC  
Department Chair, Professor  
[Lee.Dibble@hsc.utah.edu](mailto:Lee.Dibble@hsc.utah.edu)  
801.581.4637  
Office: Eccles Health Professions Education Building, Room 302

### **Faculty**



Justin Rigby, PhD, LAT, ATC  
Program Director, Associate Professor (Clinical)  
[Justin.Rigby@health.utah.edu](mailto:Justin.Rigby@health.utah.edu)  
801.213.1315  
Office: HPER West, Room 113K



Craig Switzer, DHSc, LAT, ATC  
Coordinator of Clinical Education, Assistant Professor (Clinical)  
[Craig.Switzer@hsc.utah.edu](mailto:Craig.Switzer@hsc.utah.edu)  
801.585.9070  
Office: HPER West, Room 113M



Jessica Tidswell, PT, DPT, LAT, ATC, SCS  
Assistant Professor (Clinical)  
[Jessica.Tidswell@hsc.utah.edu](mailto:Jessica.Tidswell@hsc.utah.edu)  
801.581.7494  
Office: HPER West, Room 113A

## Student Contacts



Jamie Goodwin  
ATSA President, Academic Year 2021 - 2022  
[u1218979@utah.edu](mailto:u1218979@utah.edu)

## Program Requirements

### Admissions Requirements and Procedures

Admission to the Master of Athletic Training occurs through a 2-step application process.

1. Student apply to through Athletic Training Central Application System (ATCAS: <https://atcas.liaisoncas.com>)
2. Once invited to, students apply to the University of Utah Graduate School through [ApplyYourself](#).

The ATCAS application has the following requirements:

- General ATCAS applications, which includes personal and academic history, resume/CV, and personal statement
- Official transcripts from all colleges/universities attended
- Prerequisite information
- Essay
- At least two letters of recommendation. We recommend the following for your letters of recommendation:
  - One letter from a certified athletic trainer about your clinical ability
  - One letter from a professor or any professional about your academic ability
- Signed [Technical Standards](#)

#### *Minimum Requirements for Admissions*

- At least a 3.0 or higher undergraduate mean GPA on a 4.0 scale
- A bachelor degree from a regionally-accredited U.S. college or university
- Completion of prerequisite courses and observation hours

Departments may set admission requirements higher than the University's or Graduate School's, but they cannot go below the baseline requirements without requesting exemptions. Admissions requirements are found here <https://gradschool.utah.edu/graduate-catalog/admissions> for the Grad School, and here <https://admissions.utah.edu/apply/graduate> for the University.



*Prerequisite Requirements*

Prerequisite Courses

- Biology - 1 semester
- Chemistry and Lab -1 semester
- Physics and Lab - 1 semester
- Human Anatomy and Lab - 1 semester
- Human Physiology - 1 semester
  - \* If Human Anatomy and Physiology are combined, must take year series.
- Statistics - 1 semester
- Biomechanics - 1 semester
- Exercise Physiology - 1 semester
- Nutrition - 1 semester
- Psychology - 1 semester

Students must have 7 out of 10 courses completed at the time the application is submitted. All courses must be completed before entering the Master of Athletic Training program. Human anatomy and lab and human physiology must be completed with a final grade at the time of the application.

Prerequisite Observation Hours

Students must complete at least 50 observation hours with a certified athletic trainer (ATC). These must be completed before the application is submitted.

*Transfer Credits*

The University of Utah allows six transfer credits from another university, but they must be credits that were not used to complete a prior degree. If a master student transfers to the University of Utah from another graduate program without completing a degree, six of the credits from the previous program may be transferred to the program at the University of Utah. Transfer credits must have been considered the equivalent of graduate level at the University of Utah and must have earned a grade of B or higher. Whether transfer credits can be applied to the student’s program of study is the decision of the Master of Athletic Training program faculty.

*International Students*

The Master of Athletic Training program welcomes students from all countries. We recognize that there are unique advantages and challenges to being an international student, especially as you adjust to your studies as well as a new country and new culture. We encourage all our international students to make sure to follow admissions rules to the Graduate School at the University of Utah. International students must still demonstrate that they have completed all required prerequisite courses.

**Expected Learning Outcomes**

Learning outcomes for the Master of Athletic Training include:

Students will be able to

| <b>Outcome</b>  | <b>Assessment Method</b>   |
|---|--|
| 1. <u>implement</u> injury and illness examination skills on computerized based problems with a score of 80% or better. | Computerized based problem set used in final exam of Prevention, Evaluation and Rehabilitation courses (3 total) |

|   |  |
|---|--|
| 2. <u>demonstrate</u> proper evaluation and management of acute emergency conditions during a simulation with a Level 3 (Ready for Unsupervised Practice on AT Milestones) or better. | Simulation in Advanced Acute Care course                                     |
| 3. design a therapeutic intervention program for a clinical case study and <u>defend</u> this to their peers with an 80% or better graded by the instructor.                          | Project in Advanced Rehabilitation and Manual Therapy course                 |
| 4. <u>demonstrate</u> effective communication with patients, family members, coaches, and other health care professionals during a clinical simulation.                               | Each clinical simulation   |
| 5. Students will <u>perform</u> actual patient education experiences with a Level 3 (Ready for Unsupervised Practice on AT Milestones) or better scored by their clinical preceptor.  | Patient encounter grading in their clinical experience or internship courses |
| 6. 90% of students will pass the Board of Certification (BOC) exam on the first attempt.  | BOC assessment data  |
| 7. Students will have a 100% job or future education placement rate within nine months of graduation  | Alumni survey  |

Underline action words were explicitly selected to correspond to components of Bloom's Taxonomy.

### **Program Coursework**

The Master of Athletic Training requires 60 credit hours. Students are accepted into the program in cohorts and take classes in a specific sequence within their cohort. Each course builds on each other within the program. Specific program coursework can be found within the University of Utah [Catalog](#) or on the Master of Athletic Training [webpage](#).

Per the University of Utah Graduate School policy, no candidate for a graduate degree is permitted to register for more than 16 credit hours in any single semester. A schedule of nine credit hours is considered a full course load.

### **Supervisory Committee**

The Graduate School at the University of Utah requires the formations of a supervisory committee, which ensures the students meet all the required program academic course work. The core Master of Athletic Training program faculty will be the supervisory committee for all students.

### **Capstone Project**

During the last semester of the Master of Athletic Training program, students will complete a capstone project. The project will focus on evidence-based practice, health informatics, or quality improvement. Students will use their full-time immersion clinical education internship as a background for their clinical capstone project.

### **Apply for Graduation**

All graduate students must apply in advance for graduation to receive a degree from the University of Utah. Before applying to graduate, students should meet with their supervisory committee chair and review the degree requirements set by the Graduate School.

Information regarding graduation application deadlines and requirements can be found at: <https://registrar.utah.edu/handbook/graduategraduation.php>

### *Exit Interview*

Students who successfully complete their degree should have an exit interview with the Program Director. This will occur 30 days before graduation. The exit interview's purpose is to provide information about their Master of Athletic Training experience and help improve the program.

Students may choose to provide this information to the Department Chair rather than the Master of Athletic Training Program Director. Students who leave the program under different circumstances should also provide feedback Master of Athletic Training Program Director or the Department Chair.

## **Academic Requirements and Policies**

### **Minimum GPA**

Graduate students are required to maintain a 3.0 or higher GPA in required coursework for the Master of Athletic Training. A student who demonstrates a GPA of less than 3.0 will be placed on academic probation. A student who remains on academic probation for two semesters (i.e., fall, spring, summer terms) will be dismissed from the program.

A grade below C- is not accepted for credit toward a graduate degree. Grading policies and standards are determined by the University of Utah Graduate School ([web link](#)). Graduate Students should refer to the Grading and Credit Policies in the Graduate Catalog. The information below highlights some aspects of this policy.

### *Normal Progress*

You are expected to make “normal progress” toward obtaining the Master of Athletic Training degree. If, in the judgment of your supervisory committee, in consultation with the Program Directors or Department Chair, you are not making reasonable academic progress, you will meet with the Program Director to create a plan of action. This may include dismissal from the Master of Athletic Training Program.

### **Academic Probation**

If the student's GPA drops below a 3.0, the student will be placed on academic probation. Students will have two semesters to raise their GPA to or above 3.0. Once their GPA is to or above 3.0, students will be off academic probation. Students will be dismissed from the Master of Athletic Training program if students fail to raise their GPA to 3.0 or above at the end of the next two semesters.

### **Continuous Registration**

All graduate students must be registered for at least one course from the time of formal admission through completion of all requirements for the degree they are seeking unless granted an official leave of absence.

If students do not comply with this continuous registration policy and do not obtain an official leave of absence, they will be automatically discontinued from graduate study. In this case, students will be required to reapply for admission to the University through Graduate Admissions upon approval of the home department. Students should be registered for graduate-level courses (6000-7000 level for doctoral studies) until they have completed all requirements for the degree, including the dissertation.

**Note:** Maintaining Continuous Registration status may differ from full-time enrollment status. Please see The Office of the Registrar (<https://gradschool.utah.edu/graduate-catalog/registration>).

### *Leave of Absence*

A student wishing to discontinue study for one or more semesters must file a [Request for Leave of Absence](#) form available from the Office of Academic Affairs and Student Services. Leaves of Absence (LOA) are only granted for extenuating and unusual circumstances and must be approved by the supervisory committee chair, the Director of Graduate Studies, the Associate Dean for Research, and the Dean of the Graduate School. Leaves are granted

for a maximum of one academic year at a time. In deciding to grant a Leave of Absence to a student, the supervisory committee chair and Director of Graduate Studies will consider if faculty resources will be available for students upon returning to the program. The committee reserves the right to deny an LOA request. The LOA is void if a student registers for classes in a semester for which leave was granted. See the [University of Utah General Catalog](#) for additional information.

Requests for leaves of absence may be granted for up to one year for circumstances related to:

- A serious health condition of the student or family member,
- Parental leave to care for a newborn or newly adopted child,
- A call to serve in military service, or
- Other compelling reasons that the student's department believes is in the best interests of both the student and the University.

#### *Family and Medical Leave*

The College of Health has a [Graduate Student Parental Leave Accommodation Policy](#). The Master of Athletic Training will follow this policy when accommodating family and medical leave situations.

#### *Leaving the Program Early*

When a student terminates their relationship with the Department (due to termination –see Dismissal Policies & Procedures), or the student wishes to leave the Master of Athletic Training program for personal reasons, the student is required to turn all program materials and have an exit interview with the Program or Department Chair.

## **Dismissal Policies and Procedures**

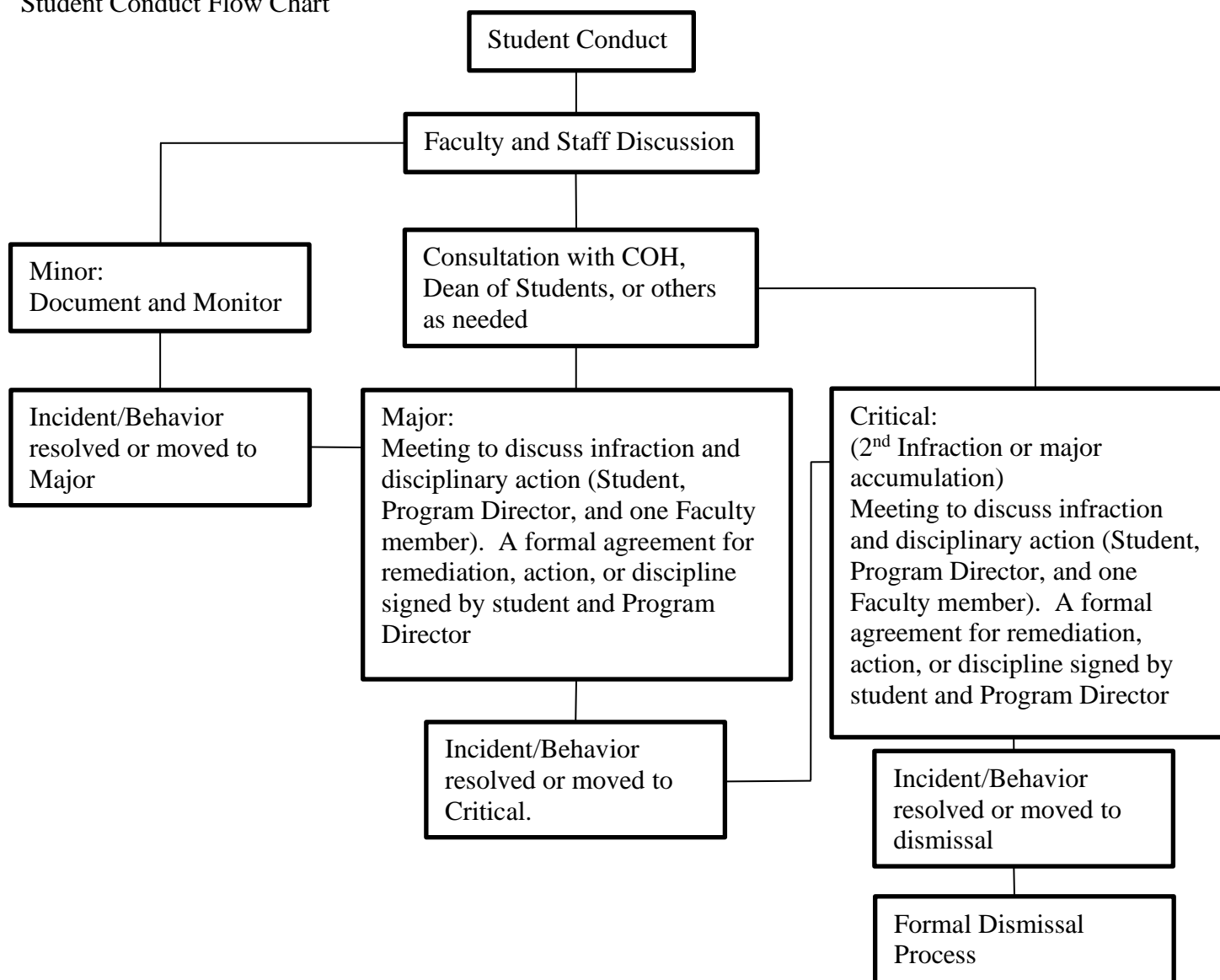
### *Dismissal*

- 1) The Master of Athletic Training program may terminate/dismiss students. Reasons for termination or dismissal from the program include, but are not limited to the following:
  - a. Failure to meet grade and GPA requirements, as stated on the University's Graduate School webpage (<https://gradschool.utah.edu/graduate-catalog/grading-and-credit-policies/>).
  - b. Violations of the University of Utah Student Code (as outlined in the Code of Student Rights and Responsibilities, (<http://www.admin.utah.edu/ppmanual/8/8-10.html>))
  - c. Violations in the Master of Athletic Training Professional Behavior Policy (page 24)

### *Infractions*

Violations to the University of Utah Student Code or Master of Athletic Training Professional Behavior Policy will lead to an infraction. A documented letter will be provided to the student of this infraction. If a student is to receive an Infraction Letter, a meeting with the student, a program administrator, and a third person will occur to discuss the infraction and the purpose of the infraction. In general, a timeline for addressing the reason for the infraction will be discussed. All parties will sign the infraction, and a follow-up meeting will be scheduled to discuss the outcome of the infraction meeting/letter. **Two infractions** are an automatic dismissal from the program. Students have the right to appeal/petition the dismissal or an infraction.

Student Conduct Flow Chart



## *Appeals*

Students have 20 business days to appeal grades & other "academic actions." The date that grades are posted on the web is considered the date of notification. A "business day" is every day the University is open for business, excluding weekends and university-recognized holidays. If the student cannot get a response from the faculty member after ten days of reasonable efforts to contact him or her, the student may appeal to the Department Chair if done within 40 days of being notified of the academic action.

The primary faculty advisor/supervisory committee chair should make every effort to communicate to the student the concerns they may have about the level of quality of the student's work and reasons why they may be terminated. This communication should be documented by email to the student's University email account.

The Academic Misconduct and Appeals Committee of the University of Utah College of Health provides students and faculty with a vehicle for decisions relative to student- contested academic actions, academic sanctions for misconduct, and dismissals from participating in class. The Committee functions in accordance with the directives outlined in the University of Utah Code of Student Rights at <https://regulations.utah.edu/academics/6-400.php>.

### **Time Limit to Degree**

It is expected that students complete the Master of Athletic Training in 2 years.

Graduate School policy for Master's Degrees (<https://gradschool.utah.edu/graduate-catalog/degree-requirements>):

All work for the master's degree must be completed within four consecutive calendar years. On the recommendation of the student's supervisory committee, the Dean of The Graduate School can modify or waive this requirement. If the student exceeds the time limit and is not granted a modification or waiver, the Department has the option to discontinue the student. Students whose studies have been interrupted for long periods of time and who have been granted extended time to complete their degrees may be required to complete additional courses, to pass examinations, or otherwise to demonstrate that they are current in their field.

### **Academic Accommodations**

The Master of Athletic Training program seeks to provide equal access to its programs, services, and activities. If accommodations are necessary for a person to engage in the program, reasonable prior notice is needed to arrange such accommodations. If a student requires or requests an accommodation for an academic course, the instructor for the course must be notified, and accommodation may be provided under the recommendation of the Center for Disability & Access (CDA; <http://disability.utah.edu/>; 162 Olpin Union Building; 801-581-5020). If accommodations are necessary at a clinical site, students will need to discuss clinical accommodation with the Coordinator of Clinical Education. If applicable, the accommodation must be noted in the technical standards, and a record will be kept in a non-academic file. Failure to discuss the accommodation could result in the accommodation not being provided for the BOC exam and other disciplinary actions. Requesting accommodation and receiving accommodation are the responsibility of the student.

### **Student Exchange or Study Abroad**

The Master of Athletic Training program allows for student exchange or study abroad.

An exchange or study abroad experience will most likely be approved under the condition that the student will re-enter the program at the point where they left. In other words, most likely, no courses or credit obtained through the exchange or study abroad will be pre-approved to meet the current Master of Athletic Training requirements.

## **Financial Resources**

### *Financial Aid and Tuition*

Students are responsible for securing their financial aid and paying tuition. Students should consult with the

University of Utah [Office of Scholarships and Financial Aid](#) and the [Office of Financial and Business Services](#). The Master of Athletic Training has a differential tuition fee. Students should review this additional [tuition](#) cost.

#### *Western Regional Graduate Program*

The Master of Athletic Training program was approved to enroll five students into the Western Regional Graduate Program for AY 2020-2021. Nonresident students will be selected for this program by admissions priority and need.

### **Residency**

Comprehensive and aggressive action should be taken by departments to ensure that U.S. citizens apply for Utah residency once 40 graduate credit hours are reached. A student's ability to establish residency will not affect receipt of a tuition benefit. (Go to <http://admissions.utah.edu/apply/residency/> for details on how to apply and qualify for residency reclassification).

### **Financial Resources**

Students have access to a variety of financial resources, including:

Personal Money Management Center

- <https://personal-money-management.utah.edu>

Pivot

- <https://osp.utah.edu/news/pivot.php>

Feed-U Pantry

- <https://union.utah.edu/resources-spaces/feed-u-pantry/hours-about-us>

### **Program Reimbursements**

The Master of Athletic Training program may reimbursement students for various activities related to the athletic training profession or program. To be reimbursed for an expenditure of funds, **a student must provide an original receipt**, have the transaction approved by the Program Director, must be available to be refunded in person, and available to sign the necessary paperwork. It is up to the reimbursee to schedule an appointment or make accommodations for the reimbursement to occur. A student has 90 days from the date of the transaction shown on the receipt to request a reimbursement. Once the student has been notified that they will receive a reimbursement, a student has 90 days from that date to sign and complete all necessary paperwork. After 90 days, the request for reimbursement is no longer valid. Finally, no reimbursement can violate University or program policy. The program may reimburse for the following items:

#### *NATA Membership Due*

Students are encouraged to join the NATA and be part of their professional education. However, the program believes this is a personal choice and should be decided to be part of the student's professional goals. The Master of Athletic Training program will reimburse students \$35 toward their NATA membership dues.

#### *BOC Referral and Reimbursement*

If a student has completed all Master of Athletic Training requirements, they may be eligible for the Board of Certification (BOC) exam. After registering for the BOC, the program will recommend you for eligibility. Among other requirements, this requires verification of academic progress. The recommendation may take up to two weeks.

A student may be reimbursed up to \$330 for the BOC exam. To receive reimbursement, a student must submit a copy of their receipt of payment.

#### *Conference Support: UATA, RMATA, NATA, ATEC, etc.*

Students will reimburse one athletic training related conference fees per year up to \$100. Any student who is

scheduled to present may also receive reimbursement of supplies (<\$100). All presenting students are eligible for travel reimbursement for professional development. The program will reimburse a maximum of \$2,000 for travel and presentation expenses each year.

## **Student and Faculty Code**

### **Graduate School Code of Conduct**

The Graduate School is committed to fostering excellence in our community of scholars and leaders. We recognize that diverse and inclusive teams are most likely to produce creative and impactful scholarship and are eager to ensure that each member of our academic community is respected and valued for their unique contributions. This Code of Conduct upholds the Graduate School's commitment to conduct graduate and postdoctoral education according to the highest ethical and professional standard in compliance with all applicable University, state, and federal regulations.

The Graduate School is committed to providing a safe, harassment-free, and discrimination-free environment for everyone. Harassment includes offensive comments or denigrating jokes related to nationality, gender, sexual orientation, disability, age, physical appearance, body size, race, religion, or veteran status, sexual images in public spaces, deliberate intimidation, stalking, following, harassing photography or recording, inappropriate physical contact, unwelcome sexual attention, and harassment through social media.

All University faculty, staff, and students are expected to comply with the applicable anti-harassment, anti-discrimination, and scientific and professional ethics laws and policies in effect at the University of Utah and at the institutions where they may be visiting.

Members of the University of Utah community who wish to report a violation of this Code of Conduct are encouraged to speak to or contact the appropriate administrator or Dean, including the Department Chair or Director of Graduate Studies of their academic program, the Dean of the Graduate School (David Kieda) and/or Associate/Assistant Deans of the Graduate School (Katie Ullman, Amy Barrios, Araceli Frias), or the University's Title IX coordinator (Sherrie Hayashi).

Visitors, including participants at any University or Graduate School sponsored events, are expected to comply with these same standards, as well as to policies at their place of employment. In addition to any applicable reporting requirements at their home site, visitors are encouraged to report violations here as above.

### **Informal Dispute Resolution**

Students are encouraged to contact the department Director of Graduate Studies for conflict resolution if mediation is needed.

Students are also welcome to make an appointment with one of the Graduate School deans to voice complaints or concerns. Appointments can be requested through [info@gradschool.utah.edu](mailto:info@gradschool.utah.edu) or by calling 801.585.5529. The University Ombudsman's Office also provides dispute resolution, resources, and the potential for mediation. More information: <https://academic-affairs.utah.edu/office-for-faculty/facultyombudsman>.

### **Formal Dispute Resolution**

The University [Code of Student Rights and Responsibilities](#) outlines the formal process for conflict resolution.

### **Title IX**

Title IX is a federal law that prohibits sex discrimination against all genders in educational institutions. Schools are required to ensure that campuses are free of sex discrimination and have an established procedure for handling complaints. The University of Utah has a Title IX coordinator to handle complaints of sex discrimination, including complaints of sexual assault and harassment:



Sherrie Hayashi, Title IX coordinator  
Office of Equal Opportunity and Affirmative Action/Title IX  
Park Building, Room 135  
801-581-8365  
sherrie.hayashi@utah.edu

## **Student Safety**

Your safety is our top priority. In an emergency, dial 911 or seek a nearby emergency phone (throughout campus). Report any crimes or suspicious people to 801-585-COPS; this number will get you to a dispatch officer at the University of Utah Department of Public Safety (DPS; [dps.utah.edu](https://dps.utah.edu)). If at any time, you would like to be escorted by a security officer to or from areas on campus, DPS will help — just make a call.

The University of Utah seeks to provide a safe and healthy experience for students, employees, and others who make use of campus facilities. In support of this goal, the University has established confidential resources and support services to assist students who may have been affected by harassment, abusive relationships, or sexual misconduct. A detailed listing of University Resources for campus safety can be found at <https://registrar.utah.edu/handbook/campussafety.php>

Your well-being is key to your personal safety. If you are in crisis, call 801-587-3000; help is close.

The University has additional excellent resources to promote emotional and physical wellness, including the Counseling Center (<https://counselingcenter.utah.edu>), the Wellness Center (<https://wellness.utah.edu>), and the Women's Resource Center (<https://womenscenter.utah.edu>). Counselors and advocates in these centers can help guide you to other resources to address a range of issues, including substance abuse and addiction.

### **Safety Resources**

University Police: <https://dps.utah.edu>

Phone: 911 or 801.585.2677

*Emergency services*

Crisis Line (24/7): <https://healthcare.utah.edu/uni/programs/crisis-diversion.php>

Phone: 801.587.300

*For crisis intervention, emotional support, and mental health needs*

Suicide Prevention Hotline – Utah: <http://www.suicide.org/hotlines/utah-suicide-hotlines.html>

Crisis Prevention – SafeUT Smartphone App: <https://www.uofuhealth.org/safeut>

*Free 24/7 access to counselors for crisis prevention and emotional support*

University Counseling Center: <https://counselingcenter.utah.edu>

Room 246, Student Services Building (SSB)

Phone: 801.581.6826

Sexual Assault Victim Advocacy: <https://advocate.wellness.utah.edu>

Room 328, Student Services Building (SSB)

Phone: 801.581.7779

Student Health Center: <https://studenthealth.utah.edu/services>

Madsen Health Center, 555 Foothill Drive  
Phone: 801.581.6431

Women's Resource Center: <https://womenscenter.utah.edu>  
Room 411, Olpin Union Building

The Office of the Dean of Students: <http://deanofstudents.utah.edu>  
Room 270, Olpin Union Building

## **Student Access to Physical Resources**

### **Program Resources**

#### *Clothing*

Students may be provided with clothing as part of admission and enrollment in the Master of Athletic Training program. All clothing, whether purchased by the program or other entity, is a privilege. The amount, style, or type of clothing provided is at the program's discretion. If the distribution of clothing becomes problematic, the program may discontinue or severely limit clothing distribution. At no time can clothing provided by the University of Utah (ATP, Athletics, individual sports, or any other University entity) be exchanged, refunded, or returned to any person other than program administration.

### **University Resources**

#### *University ID Card*

University card information: <https://ucard.utah.edu>

#### *TRAX Pass*

UTA University pass: <https://commuterservices.utah.edu/mass-transit>

TRAX Schedules & Maps: <https://www.rideuta.com/Rider-Tools/Schedules-and-Maps>

#### *Wireless Connections*

Onboard to Utah wireless: [https://onboard.utah.edu/enroll/uofu/prod\\_3/process](https://onboard.utah.edu/enroll/uofu/prod_3/process)

#### *Software*

Grammarly Access: <https://gradschool.utah.edu/grammarly>

New Student Guide to Digital Resources: [https://it.utah.edu/help/it\\_guides/new\\_student\\_guide.php](https://it.utah.edu/help/it_guides/new_student_guide.php)

#### *Hardware*

University Bookstore: <https://www.campusstore.utah.edu/utah/home>

Surplus & Salvage: <https://fbs.admin.utah.edu/surplus/>

#### *Paychecks & Direct Deposit*

HR Paycheck Information: <https://www.hr.utah.edu/payroll/paycheck.php>

#### *Housing*

Graduate Student Housing Resources & Options: <https://housingoptions.utah.edu/graduate-housing/>

#### *Meals & Food*

Utah Meal Plans: <https://housing.utah.edu/dining>

#### *Arts & Entertainment*

Arts Pass: <https://www.finearts.utah.edu/arts-pass>

## **Student Resources**

### **Graduate School Resources**

The Graduate School offers an abundance of resources for graduate students for training, development, and administrative needs.

#### Events

Event & Workshop Calendar: <https://gradschool.utah.edu/events-calendar>

Events & Workshops Description: <https://gradschool.utah.edu/upcoming-events>

#### Administrative & Records

Graduate Records Office: <https://gradschool.utah.edu/graduate-catalog/graduate-records-office>

Electronic Graduate Record File: <https://gradschool.utah.edu/current-students/electronic-graduate-record-file-tutorial>

#### Advocacy

Graduate School Diversity Office: <https://gradschool.utah.edu/diversity>

Graduate School Dean: [dean@gradschool.utah.edu](mailto:dean@gradschool.utah.edu)

#### Training & Workshop Programs

International Teaching Assistant Program (ITAP): <https://gradschool.utah.edu/ita>

Past Workshops & Trainings: <https://gradschool.utah.edu/resource-library/workshops-videos>

Research Communication: <https://gradschool.utah.edu/science-communication>

#### Writing & Manuscript Editing

Grammarly: <https://gradschool.utah.edu/grammarly>

### **University Resources**

#### Graduate Writing Center & Graduate Student Reading Room

More information: <https://writingcenter.utah.edu/grad-student-services.php>. The Graduate Writing Center is located in the Marriott Library in the Graduate Student Reading Room. To access the Reading Room, students must fill out a Graduate Resources Access Form, found at <https://lib.utah.edu/services/education/gradstudents.php>. eTutoring for Graduate Writing is also available. Students can sign up for this service at <https://writingcenter.utah.edu/graduate-services/e-tutoring.php>

#### University Libraries

##### Eccles Health Science Library

The Eccles Health Science Library (EHSL) provided a variety of services related to health science literature to graduate students. Access to journals and other resources can be obtained through the EHSL website, or appointments with librarians can be made to receive assistance with literature and database searches.

More information on resources available through the EHSL can be found here: <https://library.med.utah.edu/>

##### Marriott Library

The Marriott Library has events and programs specifically for graduate students. Check <https://lib.utah.edu/services/education/gradstudents.php> for schedules and more information.

#### Professional Development

Career & Professional Development Center Graduate Student Career Coaching:

<https://utah.craniumcafe.com/group/graduate-student-career-coaching>

Graduate Student Teaching Training from Center for Teaching & Learning Excellence:

[https://ctle.utah.edu/events/ctle\\_events.php](https://ctle.utah.edu/events/ctle_events.php)

Higher Education Teaching Specialist Program: <https://ctle.utah.edu/hets>

#### Student Health, Wellness, & Recreation

Student Health Center: <https://studenthealth.utah.edu>

University Counseling Center (including Mindfulness Center): <https://counselingcenter.utah.edu>

Center for Student Wellness: <https://wellness.utah.edu>  
Campus Recreation Services: <https://campusrec.utah.edu>

### *Leadership & Dispute Resources*

Dean of Students Office: <https://deanofstudents.utah.edu>  
Faculty Ombudsman: <https://academic-affairs.utah.edu/office-for-faculty/facultyombudsman>  
Graduate School: <https://gradschool.utah.edu/contact-us>

### *Support Groups & Services*

Center for Disability & Access: <https://disability.utah.edu>  
Office of Equal Opportunity, Affirmative Action, and Title IX: <https://oeo.utah.edu>  
Office for Equity & Diversity: <https://diversity.utah.edu>  
International Student & Scholar Services: <https://ic.utah.edu>  
LGBT Resource Center: <https://lgbt.utah.edu>  
Veteran's Support Center: <https://veteranscenter.utah.edu>  
Women's Resource Center: <https://womenscenter.utah.edu>

## **Clinical Education**

### **Certifications**

Students are required to participate in health care certifications that may include Emergency Medical Responder, Basic Life Support, Advanced First Aid, Blood Borne Pathogen, Administering Emergency Oxygen, Asthma, or Epinephrine. Regardless of a student's current level of certification, these trainings are mandatory. If you are unable to attend an annual training or are unable to pass a training, you may need to be recertified in any or all of the above certifications at your expense.

The certification trainings will require you to study and prepare for both practical and written exams. Failure to pass a written or practical exam may result in removal from a clinical assignment, additional time for remediation, and potential additional fees. If you are not successful in recertifying or do not attend the certification trainings, you must continue to seek recertification (through the program or otherwise) to stay in the program. You may be required to pay the costs of that effort.

### **FERPA/HIPPA Training**

All students are required to complete a Federal Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA) training and test. Students must pass a written test at 80%. This must be completed before the start of clinical assignments.

### **Immunizations**

Upon acceptance into the program, students are required to provide evidence of completed vaccinations for Hepatitis B (three successive shots), TB test (within one year), MMR, and TDAP (within the last ten years). If you have begun the process of receiving these immunizations and are following a timeline prescribed by a health care provider, you will be required to submit verification according to the timetable outlined by the health care provider. Students who do not have these turned in and verified appropriately may be restricted or removed from a clinical assignment. As health care providers, this is required in all settings and is part of your professional responsibility. If you are requesting a waiver from any immunization, please see the Program Director for the appropriate paperwork and documentation.

## REQUIREMENTS AND VERIFICATION:

- A. **Two step TB Skin Testing (TST):** Must provide documentation of one negative TST completed within 12 months of hire date AND one negative TST completed within 2 months of hire date that was evaluated by a qualified reader and documented in millimeters (MM), or Quantiferon Gold.
- a. If prior TST positive, must provide documentation of a negative chest x-ray completed no more than 12 months prior to hire date.
- B. **Measles Immunization / Immunity:** HCW born in 1957 or later must provide documentation of two MMR immunizations (or two measles immunizations) OR documentation of a measles titer that proves immunity OR documentation from a health care provider of confirmed measles disease.
- a. Although birth before 1957 is generally considered acceptable evidence of measles immunity, a measles immunity, a measles titer will be required from HCW born before 1957 if no record is on file.
    - i. In the case of a measles outbreak, those born before 1957 with record of low immunity will be required to receive 2 dose MMR vaccinations.
  - b. If a patient has known/suspected measles only immune HCW can enter the patient's room or perform patient care, according to the Hospital Epidemiology Body Substance Precautions Manual, regardless of the reason personnel are not immune.
- C. **Mumps Immunization / Immunity:** HCW born in 1957 or later must provide documentation of two MMR immunizations (or two mumps immunizations) OR documentation of a mumps titer that proves immunity OR documentation from a health care provider of confirmed mumps disease.
- a. Although birth before 1957 is generally considered acceptable evidence of mumps immunity, a mumps titer will be required from HCW born before 1957 if no record is on file.
    - i. In the case of mumps outbreak, those born before 1957 with record of low immunity will be required to receive 2 dose MMR vaccinations.
- D. **Rubella Immunization / Immunity:** HCW born in 1957 or later must provide documentation of one MMR immunization (or one rubella immunization) OR documentation of a rubella titer that proves immunity OR documentation from a health care provider of confirmed rubella disease.
- a. Although birth before 1957 is generally considered acceptable evidence of mumps immunity, a mumps titer will be required from HCW born before 1957 if no record is on file.
    - i. In the case of rubella outbreak, those born before 1957 with record of low immunity will be required to receive 1 dose MMR vaccinations.
- E. **Chicken Pox (Varicella) Immunization / Immunity:** Must provide documentation of two chicken pox (varicella) immunizations OR documentation of a varicella titer that proves immunity OR documentation from a health care provider (who performed evaluation at time of disease) of confirmed chicken pox disease or herpes zoster disease.
- a. If a patient has known/suspected chickenpox only immune HCW can enter the patient's room or perform patient care, according to the Hospital Epidemiology Body Substance Precautions Manual, regardless of the reason personnel are not immune.

- F. Hepatitis B Immunization / Immunity:** Employees who may come in contact with blood or body substances, soiled equipment, or specimens from patients must provide documentation of a Hepatitis B titer that proves immunity OR a completed Hepatitis B immunization declination form.
- a. HCW will be tested for immunity on hire.
  - b. Testing for Hepatitis B antibody will be done to document immunity 1-2 months after dose #3, if Hepatitis B series was not previously completed.
  - c. Booster dose(s) of Hepatitis B vaccine and repeat antibody testing will be provided as needed.
- G. Tetanus-Diphtheria-Pertussis Immunization:** Must provide documentation of a tetanus-diphtheria-pertussis (Tdap) immunization within the past ten years.
- a. All HCW (excluding volunteers), regardless of age, will receive a single dose of Tdap if they have not previously received Tdap, regardless of time since their last dose of tetanus and diphtheria toxoids (Td) vaccine.
  - b. A Td booster is recommended every ten years.
- H. Influenza Immunization:** Must ANNUALLY provide documentation of a current influenza immunization OR an approved current influenza exemption for an accepted valid reason.
- a. Those with approved exemptions will be accommodated by wearing a surgical mask during the flu season (October - May) in all University of Utah Health Care patient care or non-patient care facilities. Allowable exemptions are outlined in "Exemptions" below.
  - b. Those who request an exemption must sign an agreement to wear a surgical mask covering the nose and mouth during the influenza season.
    - i. Managers/Supervisors will be notified and must sign this agreement and will be responsible for monitoring masking compliance.
    - ii. Failure to wear a surgical mask in the appropriate places and at the proper times may result in discipline as described in "POLICY" above.
    - iii. All exemption requests will be sent to Human Resources for review, approval or denial, and reasonable accommodation. Those with approved exemptions will be accommodated by wearing a surgical mask while at work during the influenza season (October-May).

## **Background Check and Drug Screening**

The Master of Athletic Training program requires that all students receive a criminal background check due to the nature and setting of the clinical sites in which you will receive a portion of your clinical and educational training. The program is only interested in this information to ensure that you are not placed at a clinical site that could be potentially harmful or negative to you or others because of your criminal background. However, if criminal information is found that was not reported on your application, you may be subject to an infraction or other disciplinary action. If the report is returned with criminal information or additional information that will affect your clinical placement, you will be given a copy of the report. You will be given 30 to 45 days to appeal or investigate the information on the report. If you have questions or concerns, please contact the program manager as soon as possible.

### *MAT Drug Screening*

The student will establish an account with Certified Background (CB). The program will pay all drug test costs.

Certified Background will report testing results directly to the student and the Master of Athletic Training program. Students that do not pass the drug test are required to meet with the Program Director and one other faculty. Students that fail a drug test may be removed from the program. Students have the right to appeal to the drug test.

### *Criminal Actions*

As a condition of continued enrollment in the Master of Athletic Training program, students must notify the Program Director of a guilty plea, a plea of no contest, or conviction of any charge other than a minor traffic violation that occurs between acceptance and graduation. This notification must be made no later than five (5) calendar days after any guilty plea, plea of no contest, or conviction of any charge other than a minor traffic violation. Within thirty (30) calendar days of the notification, the program will notify you and take appropriate/necessary actions.

### *Substance Use and Abuse*

- i. Use, possession, or distribution of any narcotic or other controlled substances on University premises or at University activities (ex. off-campus assignments and team travel) except as expressly permitted by law and University regulations is unacceptable.
- ii. Use, possession, or distribution of alcoholic beverages on University premises or at University activities (ex. off-campus assignments and team travel) except as expressly permitted by law and University regulations is not acceptable.
- iii. Any student whose clinical assignment requires a drug test will be required to take a drug test as well. The same policies and rules apply to this test as the criminal background check.
- iv. The policy of the University Health Sciences Center is to maintain a safe and drug-free workplace to establish, promote and maintain a safe and healthy environment for patients, and a safe, healthy, working and learning environment for employees, students and volunteers. Faculty, students, or staff working in a patient-sensitive area may be subjected to a test for drugs if there is reasonable suspicion of a drug loss or diversion event. Students may also be required to submit to a drug test at any of the affiliated clinical assignment sites. (Refer to the University of Utah Health Sciences *Policy and Procedures Manual* for a more detailed description of this policy: [www.med.utah.edu/policy](http://www.med.utah.edu/policy)).
- v. Policy violations or convictions will be referred to the administration for informal resolution or presentation as academic misconduct and may result in disciplinary action. Program administration will investigate, as it deems necessary and appropriate per the policy.
- vi. It shall be a violation of this policy for any student to engage in the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance. This includes being under the influence or impaired in activities anywhere in the educational environment (e.g., the University of Utah campus and affiliated clinical sites) or in any manner that violates criminal drug statutes. Unauthorized use or possession of alcohol anywhere in the educational environment is also prohibited.
- vii. When appropriate, students may be referred to local substance abuse experts for evaluation and treatment. In these cases, compliance with evaluation and treatment protocols may be established as a precondition to continue enrollment in the Department. If a student fails to follow the established evaluation or treatment protocol, the case will be re-examined by the administration, and appropriate sanctions, including disciplinary measures or dismissal, may ensue.
- viii. Students are encouraged to self-identify to the Program Director or any faculty member when they have problems with chemical or alcohol abuse. Students who self-identify may be granted a leave of absence to secure treatment without prejudice to their academic standing. In such cases, the AT Program will maintain confidentiality to the extent possible.

### **Outside Employment**

The Athletic Training Program does not specifically restrict employment. However, a student's employment that extends beyond the program requirements is not a top priority for the program and some employment may impact a student's academic and program progress. Additional employment should not impact a student's ability to progress academically or inhibit participation in clinical placements.

We highly recommend students do not maintain employment during clinical placements but realize that may not be possible or realistic. Depending on the location and hours of the clinical placement, the student may need to adjust employment hours or be unable to continue employment. If employment hours conflict with clinical hours, the student will be expected to forfeit or change employment hours. A student may request time off for employment obligations but should *never* expect or demand a clinical site to alter clinical placement hours as a result of employment demands!

### **Clinical Assignment**

Clinical education is the critical integrative aspect of Athletic Training practice! Clinical education is an exciting opportunity to seek learning in a variety of practice settings. *Take advantage of these opportunities to learn as much as you can!*

A student may not begin a clinical placement without completing the following requirements. Also, the requirements below are required before the start of each academic year while in the Master of Athletic Training Program.

- (1) Pass a Blood Borne Pathogen Exam
- (2) Receive and review Blood Borne Pathogen education and exposure information
- (3) Pass a HIPPA Exam
- (4) Pass a FERPA Exam
- (5) Sign the Infectious Disease Policy
- (6) Complete Orientation
- (7) Sign Student Contract

Clinical assignments are *awarded* to students by the program primarily through the Coordinator of Clinical Education. Clinical assignments are a privilege and can be removed or revoked as deemed necessary or prudent. This is rarely done, but may be done for the following reasons:

1. a student's actions may harm the program, clinical site, personnel, or students;
2. a student has violated or intends to violate a standard of care, a program policy, privacy laws, or acts in a way that is not consistent with NATA professional standards or the University of Utah standards
3. a student violates any portion of his/her student/MSSM contract
4. a student fails to report a violation of another student, person, or entity as outlined above
5. a student fails to appropriately communicate with his/her preceptor, Coordinator of Clinical Education, clinical supervisor, or other clinical personnel
6. a student is on academic probation
7. a student fails to achieve normal academic progress
8. this list is not exhaustive

### *Canceling a Clinical Placement*

A clinical placement will not be changed once it is confirmed with a clinical site. Students should discuss the situation with the Coordinator of Clinical Education as soon as possible if they feel a need to cancel or change a clinical assignment. If significant extenuating circumstances arise, the student may have the option to cancel/alter the placement. Extenuating circumstances may include student illness or injury, family issues impacting the



student's ability to participate, an alteration in the student's ability to progress within the program, or a problem at the clinical site (identified by the program(s)). An approved cancellation of placement may result in the student completing the placement at a later time –and may, therefore, delay graduation. Under no circumstances should a student directly contact a clinical site to negotiate a change or cancel a planned clinical placement without discussing this with the Coordinator of Clinical Education first.

#### *Withdrawing from a Clinical Placement*

The Coordinator of Clinical Education may withdraw a student from a clinical assignment if, in their judgment, the student is performing incompetently, unprofessionally, or poses a safety threat to patients, the preceptor, the staff, or themselves. The clinical preceptor may immediately remove any student from the premises who poses an immediate threat or danger, or for just cause under the clinical facility's disciplinary policy. "The student shall be required to follow all the rules, regulations, and procedures of the facility" (as per contract). These rules, regulations, and procedures should be introduced to the student during orientation to the facility or before the clinical assignment/experience.

#### *Academic/Clinical Scheduling*

The Athletic Training Program considers the didactic/academic portion of a student's education to be its first priority. In general, you will be excused from any clinical or other Master of Athletic Training requirement if it conflicts with a scheduled University of Utah academic or course requirement. However, it is essential that if a student foresees a regular and substantial conflict with a clinical assignment, they contact their preceptor immediately and Coordinator of Clinical Education.

A student's clinical assignment is the program's second priority. A student will not be excused from a scheduled clinical assignment for any reason other than a scheduled University of Utah academic or course requirement unless the student obtains prior approval from the Coordinator of Clinical Education or the clinical preceptor. To be approved for any short term or regular absence, speak to the Coordinator of Clinical Education or preceptor. The Coordinator of Clinical Education and the preceptor at the clinical site will determine the consequences of the requirement to make up for the absence. Students requesting an absence may be required to formally request, in writing, absence from the clinical experience. This will be kept in the student's academic/clinic file.

*Students may not miss a course and then attend a clinical assignment. If you are too ill to participate in a course, you are too ill to provide patient care.* Students that miss courses and then attend a clinical assignment will be penalized for abuse of this policy.

Any time missed due to illness or emergency must be reported to the clinical preceptor or the Coordinator of Clinical Education and may need to be replaced. Time off for appointments for medical and dental care – either for the student or the student's dependents, should be discussed with the clinical preceptor prior to making the appointment. The student is expected to schedule appointments outside of clinical time and attempt to minimize the disruption to the clinical assignment and facility functioning.

Often holidays such as New Year's, Easter, Memorial Day, Independence Day, (Pioneer Day in UT), and others occur during a clinical placement. Students will follow the same holiday schedule as their preceptor; therefore, students may be in the clinic on holidays and maybe separated from family/friends on that day. Closure of the University does not excuse the student from participating in the scheduled clinical placement.

#### **Driving**

Students are advised not to transport a patient or client for any reason unless driving a state vehicle and have passed the required driving test for driving vehicles for University Business. If a student chooses to drive a patient/client, the student and the vehicle being used for transportation may be liable for all damages or incidents that occur during transportation. A student is not required to drive or use his/her own vehicle for transporting

athletes as part of a clinical assignment or responsibility. If a student has a question about this policy or has been asked to transport against their wishes, please contact the Coordinator of Clinical Education.

### **Relationships**

Students are not allowed to engage in non-clinical, personal relationships (intimate or otherwise) with clients/patients. Any relationship with these persons that encompasses more than patient care or program/health care requirements must be communicated to the Coordinator of Clinical Education. If a relationship exists prior to admittance to the program or if a student perceives the development of a relationship, the student must speak to the Program Director as soon as possible. If a student is unclear about any aspect of a relationship with one of these groups or persons, the student is obligated to speak to the Coordinator of Clinical Education immediately. Violation of this policy may result in disciplinary action that could include immediate dismissal from the program.

A relationship may consist of any of the following: Friends on Facebook, Instagram, Snapchat, or other social media site; Texting or calling a patient/client or receiving a text or call from a patient/client that is not required in the delivery of health care; attending parties or other social functions of the patient's/client's that are not University-sponsored or sanctioned. This list is not exhaustive.

This policy is intended to protect both health care providers and clients/patients. Violations of this policy could result in physical and mental harm at its worst but may erode trust in health care providers and the professional generally if the highest ethical standard is not maintained.

### **Professional Behavior Policy**

As a student learning to become a professional in the area of athletic training or as a certified athletic trainer, it is expected that you demonstrate appropriate professional behavior in all contexts of your education.

Students must comply with the code of conduct described in this handbook, the content of your contract, the student code of the University of Utah (<http://regulations.utah.edu/academics/6-400.php>), and the NATA Code of Ethics (<http://www.nata.org/codeofethics>).

In addition to the codes of conduct mentioned above, it is the program's belief that students are responsible to: Learn and review, as necessary, classroom and laboratory material; apply classroom material and laboratory practice in the clinic; identify questions and needs as they occur in the clinic; meet objectives for professional conduct (Professionalism Core Values & Professional Behaviors); meet course requirements; meet departmental policies and procedures; independently assess their performance; assess the clinical education experience; and, provide feedback to the clinical instructor.

Students are expected to demonstrate the same academic zeal they had before admission. Ongoing review of students by the core faculty will occur to assess progress and performance. Tardiness will not be tolerated.

Students who are determined to have deficiencies in their ability to become an athletic trainer or in practicing as an athletic trainer will be reviewed by the administration to determine if they should be retained in the program. This review is generally conducted by the Program Director, Coordinator of Clinical Education, AT faculty, or a clinical preceptor. However, individual instructors may suggest other performance criteria if necessary. Students will be evaluated against the criteria outlined in this handbook, outlined in course syllabi, University Student Code, and as described in the student's contract.

#### *Clinical Education Behavior Expectations*

It is important to note that each clinical site will have its own professional requirements, guidelines, and professional norms. It is the responsibility of the student to know, understand, and implement these professional behaviors. In general, when a question arises about professional behavior, the more professional, stringent policy

is generally the most appropriate and will be the policy used by the program.

It is the student's responsibility to seek all the information needed to comply with the clinical site's departmental and organizational policies. Students should ask for additional information or seek clarification of information provided. Such policies will concern lunch, breaks, smoking regulations, dress code, fire and emergency procedures, departmental hours, and holidays, etc. *Orientation is a shared responsibility for the student and the preceptor.*

The list of considerations for professional clinical behavior below is only provided as an aide or guideline for professional behavior. While these suggestions may seem common sense, they are printed here because of specific past student situations and have been requested by clinical preceptors and sites.

- i. Abide by departmental regulations of the clinical site.
- ii. Arrive on time (early is considered "on time"), keep appointments, and leave at a time agreed upon (in advance) by the preceptor. Do not leave "early."
- iii. Use free time constructively and wisely as mutually agreed upon with the clinical preceptor.
- iv. Demonstrate initiative in patient care, departmental functions and in your own learning.
- v. Accept and contribute constructive suggestions/communications in a professional manner.
- vi. Any gifts or gratuities exceeding \$15 value should be reported to the preceptor or clinical supervisor and handled in a manner in accordance with site policies.
- vii. Students should avoid chewing gum while treating patients. According to OSHA standards, no food should be in patient care areas or eaten while treating patients.
- viii. Students should obtain the permission of the clinical preceptor before visiting patients after departmental hours. In some facilities, this may be an acceptable practice; in others, it is not. Check beforehand and comply with those procedures.
- ix. Relationships with patients that extend beyond patient care or that occur outside of the clinical setting are prohibited (see Relationships Policy).
- x. Asking questions of the clinical preceptor will facilitate learning and ensure patient safety and quality care. Be discreet about questions in front of the patient, and reserve all questions regarding the prognosis for when the patient is not present. Be aware of the clinical preceptor's time constraints in answering questions, as well as your obligation to ask those questions.
- xi. Strict adherence to ethical standards, which protect the patients' confidence, is required. Do not discuss your patients' condition(s) outside the clinical setting and with anyone who does not have a "need to know." Patients may be discussed with classmates or faculty for educational purposes only but avoid identifying them by name.
- xii. Attention to common courtesy is essential in the clinical setting. Communication of respect, your display of good listening skills and sensitive verbal communications will be helpful in promoting productive working relationships with your clinical supervisors and peers.
- xiii. Students are obligated to report back to the school any ethical or legal compromises noted at their clinical sites.
- xiv. Personal cell phones or other electronic communication devices not used for reasonable accommodations of a documented disability must be silenced and not used during class or clinic times.
- xv. Clinical preceptors plan experiences for the student based on the school's and student's objectives; demonstrates effective use of skills identified as objectives for the student as well as facilitate these same skills in the student; assesses student performance and provides feedback to the student on an ongoing basis and completes a midterm and final assessment of the student's professional behaviors (if requested by the program); contact the school if s/he has any issues or concerns at any time regarding student performance, attendance, professionalism, or obligation.
- xvi. The purpose of the preceptor student relationship is to work together to create the best environment

- for the student to learn.
- xvii. It is the student's responsibility to communicate with a student, patient, preceptor, faculty, staff, clinical supervisor, or other administrators to discuss or report any behavior which creates an inappropriate learning environment in any athletic training setting. If a student observes any unacceptable behavior in any athletic training setting, s/he is obligated to inform a supervisor or a program administrator. If the student cannot speak to an immediate supervisor, the student must contact a program administrator.
  - xviii. No horseplay, profanity, or unprofessional conduct will be tolerated.
  - xix. Professional attire is mandatory. Keep in mind that you are representing the University of Utah. Your dress and appearance are a direct reflection of your academic program.
  - xx. Professional and discrete conduct is required when providing health care.
  - xxi. Complete any job-related duty requested by a staff athletic trainer/preceptor, a team physician, another healthcare provider, supervisor, or an athletic administrator.
  - xxii. Remember that we are a staff of individuals working towards a similar goal. Work together and do not embarrass each other. Be positive and constructive. All athletic training room policies and procedures are to be followed.
  - xxiii. Master of Athletic Training students must be directly supervised at all times and will carry out the treatment, rehabilitation, and care of the athletes under the supervision of an athletic trainer/preceptor.
  - xxiv. If communication to a staff athletic trainer/preceptor, team physician, or supervisor is necessary and one is not available, a timely fashion notification is necessary.
  - xxv. Athletic training students will never carry or administer any prescription medications.
  - xxvi. All clinical assignments are determined by program staff. These assignments are assigned, and no alterations or changes can be made without permission from the Coordinator of Clinical Education.
  - xxvii. Any issues an athletic training student has with a coach or student-athlete should be handled by a staff athletic trainer/preceptor, or clinical supervisor.
  - xxviii. Any issues an athletic training student has with a coach or student-athlete should be handled by a staff athletic trainer/preceptor, or clinical supervisor
  - xxix. Unless you are certified, you cannot provide health care advice.
  - xxx. Any information you obtain about injuries or conditions of anyone under your care or witnessed by you must remain in the athletic training room or health care setting; it is not for public release. This may be a reason for dismissal from the program if a violation occurs. Any release of information about any student, patient, or another participant in a health care setting may be a HIPAA or FERPA violation and can be prosecuted as such.
  - xxxi. Your experience within the University of Utah athletic training rooms and clinical settings outside the University will be a learning situation; however, you will have to show interest and self-motivation. Do not be afraid to ask for help.
  - xxxii. The telephones and computers in the clinical settings are to be used only for official business.

#### *Dress Code*

1. Clothing provided to students by or for any clinical assignment may not be returned, exchanged, traded, or altered in any way without permission from the ATP Manager. Any concerns or issues with clothing must be communicated to the Manager. A violation of this policy may result in immediate dismissal.
2. All students will be expected to dress in the appropriate clothing for lab work, class, clinic, or when representing the University in a clinical setting. In general, that should be interpreted to mean the following:
3. The attire for clinical practice labs that require physical assessment includes shorts for the men, shorts, and bathing suit/halter top for the women.
4. When activities are conducted in a specific clinical setting, the students should dress

professionally in clothing appropriate to the dress code. The patients and clients with whom you interact expect and deserve a certain degree of professionalism. Students generally should present a neat and clean appearance. Examples of non-professional appearance in the clinical setting include, but are not limited to, jewelry worn in tongues, noses, and eyebrows, unnatural hair coloring, and revealing clothing. Faculty and clinical site personnel may identify other examples of non-professional appearance or unsafe clothing, attire, etc.

5. Students are required to wear the University of Utah Health Sciences vertical name badge in all simulations and patient encounters.
6. The dress code is determined by the preceptor and policies of the clinical site. The program's preference is that students dress professionally. If you have any questions, please refer to the University of Utah Health Care Dress Code (with the exception that you are allowed to wear professional/appropriate shorts).
7. Badge/Identification must be worn at all times during clinical assignments (on or off campus). All students will receive or be reimbursed for a new UNID card after acceptance. All students are required to wear a UNID card above the waist and visible while at a clinical site or providing care. If a student loses his/her card, the student will be required to replace the card (current price is \$20). You will be provided one badge holder. Replacements are the responsibility of the student.
8. Grooming is essential for the overall professional appearance of all students. In a hospital environment, including all clinical and non-clinical areas, it is important for students to be clean and well-groomed. Co-workers are also affected when working with students who have bad breath, dirty hair and body odor, etc.

*Rubric for Professional Behaviors*

Professional Behaviors are attributes, characteristics, or behaviors that are not explicitly part of the profession’s core of knowledge and technical skills but are nevertheless required for success in the profession. Ten Professional Behaviors were identified through the previous study of clinical education. The ten abilities and definitions developed are:

| Generic Ability                        | Definition   |
|--|--|
| 1. Critical Thinking                   | The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision- making process. |
| 2. Communication                       | The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.   |
| 3. Problem Solving                     | The ability to recognize and define problems, analyzes data, develop and implement solutions, and evaluate outcomes.   |
| 4. Interpersonal Skills                | The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.  |
| 5. Responsibility                      | The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.  |
| 6. Professionalism                     | The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.   |
| 7. Use of Constructive Feedback        | The ability to seek out and identify quality sources of feedback, reflects on and integrates the feedback, and provides meaningful feedback to others.   |
| 8. Effective Use of Time and Resources | The ability to manage time and resources effectively to obtain the maximum possible benefit.   |
| 9. Stress Management                   | The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.  |
| 10. Commitment to Learning             | The ability to self- direct learning to include the identification of needs and sources of learning; and to continually seek and apply   |

Modified From:

May, W.W., Morgan, B.J., Lemke, J.C., Karst, G.M., & Stone, H.L. (1995). Model for ability-based assessment in physical therapy education. Journal of Physical Therapy Education, 9(1), 3-6.

Updated 2010, to be published.

| PROFESSIONAL BEHAVIORS   | Beginning Level:  | Intermediate Level:   | Entry Level:  | Post-Entry Level:  |
|--|---|---|---|--|
| <p><b>Critical Thinking</b> - The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically</p> | <ul style="list-style-type: none"> <li>- Raise relevant questions</li> <li>- Considers all available information</li> <li>- Articulates ideas</li> <li>- Understands the scientific method</li> <li>- States the results of scientific literature but has not developed the consistent ability to critically appraise findings (i.e. methodology and conclusion)</li> </ul>   | <ul style="list-style-type: none"> <li>- Feels challenged to examine ideas</li> <li>- Critically analyzes the literature and applies it to patient management</li> <li>- Utilizes didactic knowledge, research evidence, and clinical experience to formulate new ideas</li> <li>- Seeks alternative ideas</li> <li>- Formulates alternative hypotheses</li> <li>- Critiques hypotheses and ideas at a level</li> </ul> | <ul style="list-style-type: none"> <li>- Distinguishes relevant from irrelevant patient data</li> <li>- Readily formulates and critiques alternative hypotheses and ideas</li> <li>- Infers applicability of information across populations</li> <li>- Exhibit openness to contradictory ideas</li> <li>- Identifies appropriate measures and determines effectiveness and</li> </ul> | <ul style="list-style-type: none"> <li>- Develops new knowledge through research, professional writing and/or professional presentations</li> <li>- Thoroughly critiques hypotheses and ideas often crossing disciplines in thought process</li> <li>- Weighs information value based on source and level of evidence</li> <li>- Identifies complex patterns of associations</li> <li>- Distinguishes when to think intuitively vs. analytically</li> <li>- Recognizes own biases and suspends judgmental thinking</li> <li>- Challenges others to think critically</li> </ul> |
| <p><b>Communication</b> - The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.</p>   | <ul style="list-style-type: none"> <li>- Demonstrates understanding of the English language (verbal and written): uses correct grammar, accurate spelling and expression, legible handwriting</li> <li>- Recognizes impact of non- verbal communication in self and others</li> <li>- Recognizes the verbal and non-verbal characteristics that portray confidence</li> </ul> | <ul style="list-style-type: none"> <li>- Utilizes and modifies communication (verbal, non-verbal, written and electronic) to meet the needs of different audiences</li> <li>- Restates, reflects and clarifies message(s)</li> <li>- Communicate collaboratively with both individuals and groups</li> <li>- Collects necessary information from all pertinent individuals in the patient/client</li> </ul>             | <ul style="list-style-type: none"> <li>- Demonstrates the ability to maintain appropriate control of the communication exchange with individuals and groups</li> <li>- Presents persuasive and explanatory verbal, written or electronic messages with logical organizations and sequencing</li> <li>- Maintains open and constructive communication</li> </ul>                       | <ul style="list-style-type: none"> <li>- Adapts messages to address needs, expectations, and prior knowledge of the audience to maximize learning</li> <li>- Effectively delivers messages capable of influencing patients, the community and society</li> <li>- Provides education locally, regionally and/or nationally</li> <li>- Mediates conflict</li> </ul>  |

|  |  |  |   |  |
|--|--|--|---|--|
| <p><b>Problem Solving</b> – The ability to recognize and define problems, analyzes data, develop and implement solutions, and evaluate outcomes.</p>   | <ul style="list-style-type: none"> <li>- Recognizes problems</li> <li>- States problems clearly</li> <li>- Describes known solutions to problems</li> <li>- Identifies resources needed to develop solutions</li> <li>- Uses technology to search for and locate resources</li> <li>- Identifies possible solutions and probable</li> </ul>  | <ul style="list-style-type: none"> <li>- Prioritizes problems</li> <li>- Identifies contributors to problems</li> <li>- Consults with others to clarify problems</li> <li>- Appropriately seeks input or guidance</li> <li>- Prioritizes recourse (analysis and critique of recourse)</li> <li>- Considers consequences of</li> </ul>    | <ul style="list-style-type: none"> <li>- Independently locates, prioritizes and uses resources to solve problems</li> <li>- Accepts responsibility for implementing solutions</li> <li>- Implements solutions</li> <li>- Reassesses solutions</li> <li>- Evaluates outcomes</li> <li>- Modifies solutions based on the outcomes</li> </ul>                  | <ul style="list-style-type: none"> <li>- Weighs advantages and disadvantages of a solution to a problem</li> <li>- Participates in outcome studies</li> <li>- Participates in formal quality assessment in work environment</li> <li>- Seeks solutions to community health-related problems</li> <li>- Considers second the third order effects of solutions chosen</li> </ul> |
| <p><b>Interpersonal Skills</b> – The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.</p>                                       | <ul style="list-style-type: none"> <li>- Maintains professional demeanor in all interactions</li> <li>- Demonstrates interest in patients as individuals</li> <li>- Communicates with others in a respectful and confident manner</li> <li>- Respects differences in personality, lifestyle and learning styles during interactions with all persons</li> <li>- Maintains</li> </ul> | <ul style="list-style-type: none"> <li>- Recognizes the non-verbal communication and emotions that others bring to professional interactions</li> <li>- Establishes trust</li> <li>- Seeks to gain input from others</li> <li>- Respects role of others</li> <li>- Accommodates differences in learning styles as appropriate</li> </ul> | <ul style="list-style-type: none"> <li>- Demonstrates active listening skills and reflects back to original concern to determine course of action</li> <li>- Responds effectively to unexpected situations</li> <li>- Demonstrates ability to build partnerships</li> <li>- Applies conflict management strategies when dealing with challenging</li> </ul> | <ul style="list-style-type: none"> <li>- Establishes mentor relationships</li> <li>- Recognizes the impact that non-verbal communication and the emotions of self and others have during interactions and demonstrates the ability to modify the behaviors of self and others during the interaction</li> </ul>  |
| <p><b>Responsibility</b> – The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social</p> | <ul style="list-style-type: none"> <li>- Demonstrates punctuality</li> <li>- Provides a safe and secure environment for patients</li> <li>- Assumes responsibility for actions</li> <li>- Follows through on commitments</li> <li>- Articulates limitations</li> </ul>   | <ul style="list-style-type: none"> <li>- Displays awareness of and sensitivity to diverse populations</li> <li>- Completes projects without prompting</li> <li>- Delegates tasks as needed</li> <li>- Collaborates with team members, patients and families</li> </ul>   | <ul style="list-style-type: none"> <li>- Educates patients as consumers of health care services</li> <li>- Encourages patient accountability</li> <li>- Directs patients to other health care professionals as needed</li> <li>- Acts as a patient</li> </ul>   | <ul style="list-style-type: none"> <li>- Recognizes role as a leader</li> <li>- Encourages and displays leadership</li> <li>- Facilitates program development and modification</li> <li>- Promotes clinical training for students and co-workers</li> <li>- Monitors and adapts to changes in the health care system</li> <li>- Promotes service to the community</li> </ul>   |



|   |   |  |  |  |
|---|---|--|--|--|
|   | <ul style="list-style-type: none"> <li>- Abides by all policies of academic program and clinical facility</li> </ul>  |  | <ul style="list-style-type: none"> <li>- Promotes evidence-based practice in health care settings</li> <li>- Accepts responsibility for implementing solutions</li> <li>- Demonstrates accountability for all</li> </ul>   |  |
| <p><b>Professionalism</b> – The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Athletic Training profession.</p> | <ul style="list-style-type: none"> <li>- Abides by all aspects of the academic program honor code and the NATA Code of Ethics</li> <li>- Demonstrates awareness of state licensure regulations</li> <li>- Projects professional image</li> <li>- Attends professional meetings</li> <li>- Demonstrates cultural/generational awareness, ethical values, respect, and continuous regard for all classmates, academic and clinical faculty/staff, patients, families, and other healthcare providers</li> </ul> | <ul style="list-style-type: none"> <li>- Identifies positive professional role models within the academic and clinical settings</li> <li>- Acts on moral commitment during all academic and clinical activities</li> <li>- Identifies when the input of classmates, co-workers and other healthcare professionals will result in optimal outcome and acts accordingly to attain such input and share decision making</li> <li>- Discusses societal expectations of the profession</li> </ul> | <ul style="list-style-type: none"> <li>- Demonstrates understanding of scope of practice as evidenced by treatment of patients within scope of practice, referring to other healthcare professionals as necessary</li> <li>- Provides patient/family centered care at all times as evidenced by provision of patient/family education, seeking patient input and informed consent for all aspects of care and maintenance of patient dignity</li> <li>- Seeks excellence in professional practice by participation in professional organizations and attendance at sessions</li> </ul> | <ul style="list-style-type: none"> <li>- Actively promotes and advocates for the profession</li> <li>- Pursues leadership roles</li> <li>- Supports research</li> <li>- Participates in program development</li> <li>- Participates in education of the community</li> <li>- Demonstrates the ability to practice effectively in multiple settings</li> <li>- Acts as a clinical instructor</li> <li>- Advocates for the patient, the community and society</li> </ul> |

|  |  |   |  |  |
|--|--|---|--|--|
|  |  |   | - Demonstrates leadership in collaboration with both   |  |
| <b>Use of Constructive Feedback</b> – The ability to seek out and identify quality sources of feedback, reflects on and integrates the feedback, and provides meaningful feedback to others. | <ul style="list-style-type: none"> <li>- Demonstrates active listening skills</li> <li>- Assesses own performance</li> <li>- Actively seeks feedback from appropriate sources</li> <li>- Demonstrates receptive behavior and positive attitude toward feedback</li> <li>- Incorporates specific feedback into behaviors</li> <li>- Maintains two-way communication</li> </ul>                          | <ul style="list-style-type: none"> <li>- Critiques own performance accurately</li> <li>- Responds effectively to constructive feedback</li> <li>- Utilizes feedback when establishing professional and patient related goals</li> <li>- Develops and implements a plan of action in response to feedback</li> <li>- Provides constructive and timely feedback</li> </ul>  | <ul style="list-style-type: none"> <li>- Independently engages in a continual process of self- evaluation of skills, knowledge and abilities</li> <li>- Seeks feedback from patients/clients and peers/mentors</li> <li>- Readily integrates feedback provided from a variety of sources to improve skills, knowledge and abilities</li> <li>- Uses multiple approaches when</li> </ul>  | <ul style="list-style-type: none"> <li>- Engages in non-judgmental, constructive problem-solving discussions</li> <li>- Acts as conduit for feedback between multiple sources</li> <li>- Seeks feedback from a variety of sources to include students/supervisees/peers/supervisor s/patients</li> <li>- Utilizes feedback when analyzing and updating professional goals</li> </ul>   |
| <b>Effective Use of Time and Resources</b> – The ability to manage time and resources effectively to obtain the maximum possible benefit.  | <ul style="list-style-type: none"> <li>- Comes prepared for the day’s activities/responsibilities</li> <li>- Identifies resource limitations (i.e. information, time, experience)</li> <li>- Determines when and how much help/assistance is needed</li> <li>- Accesses current evidence in a timely manner</li> <li>- Verbalizes productivity standards and identifies barriers to meeting</li> </ul> | <ul style="list-style-type: none"> <li>- Utilizes effective methods of searching for evidence for practice decisions</li> <li>- Recognizes own resource contributions</li> <li>- Shares knowledge and collaborates with staff to utilize best current evidence</li> <li>- Discusses and implements strategies for meeting productivity standards</li> <li>- Identifies need for and seeks referrals to other disciplines</li> </ul> | <ul style="list-style-type: none"> <li>- Uses current best evidence</li> <li>- Collaborates with members of the team to maximize the impact of treatment available</li> <li>- Has the ability to set boundaries, negotiate, compromise, and set realistic expectations</li> <li>- Gathers data and effectively interprets and assimilates the data to determine plan of care</li> <li>- Utilizes community resources in discharge</li> </ul> | <ul style="list-style-type: none"> <li>- Advances profession by contributing to the body of knowledge (outcomes, case studies, etc.)</li> <li>- Applies best evidence considering available resources and constraints</li> <li>- Organizes and prioritizes effectively</li> <li>- Prioritizes multiple demands and situations that arise on a given day</li> <li>- Mentors peers and supervisees in increasing productivity and/or effectiveness without decrement in quality of care</li> </ul> |

|   |   |   |   |   |
|---|---|---|---|---|
|   |   |   | providing quality care and completing non-  |   |
| <p><b>Stress Management</b> – The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.</p> | <ul style="list-style-type: none"> <li>- Recognizes own stressors</li> <li>- Recognizes distress or problems in others</li> <li>- Seeks assistance as needed</li> <li>- Maintains professional demeanor in all situations</li> </ul>  | <ul style="list-style-type: none"> <li>- Actively employs stress management techniques</li> <li>- Reconciles inconsistencies in the educational process</li> <li>- Maintains balance between professional and personal life</li> <li>- Accepts constructive feedback and clarifies expectations</li> <li>- Establishes outlets to</li> </ul>  | <ul style="list-style-type: none"> <li>- Demonstrates appropriate affective responses in all situations</li> <li>- Responds calmly to urgent situations with reflection and debriefing as needed</li> <li>- Prioritizes multiple commitments</li> <li>- Reconciles inconsistencies within professional personal</li> </ul>  | <ul style="list-style-type: none"> <li>- Recognizes when problems are unsolvable</li> <li>- Assists others in recognizing and managing stressors</li> <li>- Demonstrates preventative approach to stress management</li> <li>- Establishes support networks for self and others</li> <li>- Offers solutions to the reduction of stress</li> <li>- Models work/life balance through health/wellness behaviors in professional and personal life</li> </ul>   |
| <p><b>Commitment to Learning</b> – The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.</p>  | <ul style="list-style-type: none"> <li>- Prioritizes information needs</li> <li>- Analyzes and subdivides large questions into components</li> <li>- Identifies own learning needs based on previous experiences</li> <li>- Welcomes and/or seeks new learning opportunities</li> <li>- Seeks out professional literature</li> <li>- Plans and presents an in-service, research or</li> </ul> | <ul style="list-style-type: none"> <li>- Researches and studies areas where own knowledge base is lacking in order to augment learning and practice</li> <li>- Applies new information and re-evaluates performance</li> <li>- Accepts that there may be more than one answer to a problem</li> <li>- Recognizes the need to and is able to verify solutions to problems</li> <li>- Reads articles</li> </ul> | <ul style="list-style-type: none"> <li>- Respectfully questions conventional wisdom</li> <li>- Formulates and re-evaluates position based on available evidence</li> <li>- Demonstrates confidence in sharing new knowledge with all staff levels</li> <li>- Modifies programs and treatments based on newly- learned skills and considerations</li> <li>- Consults with other</li> </ul> | <ul style="list-style-type: none"> <li>- Acts as a mentor not only to other AT's, but to other health professionals</li> <li>- Utilizes mentors who have knowledge available to them</li> <li>- Continues to seek and review relevant literature</li> <li>- Works towards clinical specialty certifications</li> <li>- Seeks specialty training</li> <li>- Is committed to understanding the AT's role in the health care environment today (i.e. wellness clinics, massage therapy, holistic medicine)</li> <li>- Pursues participation in clinical</li> </ul> |

