



UNIVERSITY *of* HAWAI'I®

MĀNOA

PROFESSIONAL ATHLETIC TRAINING PROGRAM

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OPERATIONAL POLICIES MANUAL

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Operational Policies Manual Table of Contents

Section	Title	Page
Section I	Professional Education Program Overview	4
	The Athletic Training Profession	4
	The University of Hawai'i	4
	The College of Education	5
	The Department of Kinesiology and Rehabilitation Science	6
	The Master of Science in Athletic Training.	6
	The Professional Athletic Training Program	7
	Mission and Framework	7
	Goals and Outcomes	8
	Key Terms used throughout this Manual	10
	Professional Terminology for Athletic Training	11
Section II	Admission Requirements	12
	Application to the ATP Overview	12
	Pre-Athletic Training Requirements (Pre-Requisites)	14
	Important Information to consider once Admitted to the Program	15
	Health, Safety and Insurance Requirements	16
	Technology Requirements	17
Section III	Professional Education Plan	19
	Program of Study	19
	Professional Education Plan Course Sequence	21
	Retention Standards	21
	Graduation Requirements	22
Section IV	Clinical Education Plan	23
	CAATE Core Competency	24
	Clinical Education Plan Procedure	25
	Affiliated Clinical Sites	28
	Evaluation and Documentation of the Clinical Experience	30
Section V	General Policies of the ATP	31
	Expectations of ATP Students	31
	Ethical Conduct	31
	Following the NATA Code of Ethics	31
	General Principles of Ethical Conduct Expected of Students	31
	Digital Professionalism Policy	32
	Professional Development and Involvement	32
	First Responder Policy	32
	Class Schedule Policy	33
	Clinical Experience Policy	33
	Student Employment Policy	33
	Travel Policy	33
	Professional Appearance Policy	34
	Medical Record Keeping Policy	34
	HIPAA and Medical Confidentiality Policy	34
	FERPA Policy	35
	Alcohol, Drugs, and Tobacco Policy	35

	Non - Discrimination Policy	35
	Active Communicable Disease Policy	35
	Sanitation Precautions/Procedures	36
	Sexual Harassment Policy	36
	Professional Relationship Policy	36
	Athletic Training Facility Maintenance Policy	37
	Care of Athletic Injury Policy	37
	Universal Precautions/Blood Borne Pathogens Exposure Policy	38
	Withholding of Care and Patient Discrimination Policy	38
	Disciplinary Policy	38
	Grievance Policy	39
	Guidance Policy	39
Appendix A	NATA Code of Ethics	41
Appendix B	Student Textbook and Supply Lists	43
Appendix C	Verification/Waiver Forms	45
	CAATE Student Waiver Form	46
	Board Of Certification (BOC) Release Of Information Form	47
	Oath of Confidentiality Form	48
	Photo Release Form	49
	Health Clearance And Technical Standards Form (Includes Medical History, Physical Examination, Immunization Record And Health Insurance Verification)	50
	Operational Policies Manual Verification Form	57

Section I Professional Education Program Overview

The Professional Athletic Training Program (ATP) at the University of Hawai'i (UH) prepares graduate students to become Certified Athletic Trainers and scholars in the Athletic Training profession. The Program is offered at the University of Hawai'i flagship campus at Mānoa and is housed within the College of Education and the Department of Kinesiology and Rehabilitation Sciences.

The Athletic Training Profession

[Board of Certification](#) (BOC) Certified Athletic Trainers (AT) are medical professionals who specialize in the prevention, assessment, treatment and rehabilitation of injuries to athletes and others who are engaged in everyday physical activities. Athletic trainers care for physically active individuals in secondary schools, colleges and universities, professional athletic teams, hospitals, private clinics, and industrial settings under the direction of a physician. The athletic trainer functions in cooperation with medical personnel, athletic personnel, individuals involved in physical activity, parents, and guardians in the development and coordination of efficient and responsive athletic health care delivery systems. Successful completion of a [Commission on Accreditation of Athletic Training Education \(CAATE\) accredited](#) Professional Athletic Training Program is required for eligibility for the BOC examination. Those who pass the exam and graduate from a Professional Athletic Training Program are certified and their certification is retained as long as they meet the continuing education requirements set by the BOC.

BOC Certification is required to practice Athletic Training in most states. The presence of the BOC certified athletic trainer is standard practice in professional and intercollegiate sports and mandated in every public high school in Hawaii. Many other states require an AT at practices and competitions. Consequently, sports medicine clinics are being founded to serve the populations not covered by full or part time ATs, and to provide associated rehabilitation and surgical care. These sports medicine clinics have ATs on staff in addition to orthopedic surgeons, physician assistants, physical therapists, and other allied health professionals. The growth in physical fitness awareness and sport participation emphasizes the need for appropriate health care in junior high schools, high schools, colleges and universities, professional athletic organizations, sports medicine clinics, health clubs, sports clubs, recreation centers and company-based fitness centers. Please visit the [National Athletic Trainers' Association \(NATA\) website](#) for additional information about careers in athletic training.

Athletic Training Education follows a continuum of practice and certification. On this continuum, students preparing for a professional education program in Athletic Training are pre-professional, or Pre-Athletic Training students. Once admitted to an accredited Professional Athletic Training program, students acquire knowledge, hands-on skills, clinical experience, and are eligible for BOC certification. Residency programs are for individuals who are already certified and seeking additional specialized knowledge and skills to enhance and improve clinical practice.

The University of Hawai'i

The University of Hawai'i at Mānoa (UHM) is the flagship campus of the University of Hawai'i System, the state's sole public university. A destination of choice, students and faculty come from across the nation and the world to take advantage of UHM's unique research opportunities, diverse community, nationally-ranked Division I athletics program, and beautiful landscape. Consistently ranked a "best value" among U.S. colleges and universities, our students get a strong education at an affordable price. Mānoa offers a comprehensive array of undergraduate, graduate, and professional degrees through the doctoral level; carries out advanced research; and extends services to the community.

Located in the Mānoa valley on the island of O'ahu, our university was founded in 1907 under the auspices of the Morrill Act as a land-grant college of agriculture and mechanical arts. Today over 20,000 students are enrolled in Mānoa courses, on campus or via distance delivery. Classified by the Carnegie Foundation as having "very high research activity," UH Mānoa offers more than 200 degree programs and is known for its pioneering research in such fields as oceanography, astronomy, Pacific Islands and Asian area studies, linguistics, cancer research, and genetics. We also offer first professional degrees in law, medicine, and architecture. The University of Hawai'i at Mānoa is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges. See the [University of Hawai'i at Mānoa website](#) for more information.

UHM Vision: Ka lamakū o ke aloha 'āina.
A leading light of *aloha 'āina* for Hawai'i and the world

We will be locally and globally recognized as a premier student-centered, Carnegie Research 1, community-serving university grounded in a Hawaiian place of learning that summons our rich knowledge systems to help *mālama* Hawai'i and the world for future generations.

UHM Mission: E ho'omālamalama i kō mālama.
Cultivating the potential within each member of our community.

Located in the most diverse community and environment in the world, the University of Hawai'i at Mānoa is a globally recognized center of learning and research with a *kuleana* to serve the people of Hawai'i, and our neighbors in the Pacific and Asia. We cultivate creative and innovative leaders who *mālama* our people, our places, and our ways of knowing in order to sustain and transform our islands and the world.

Kuleana: a person's responsibility to themselves and his/her community
Mālama: to take care of, tend, attend, care for, preserve, protect.
Aloha 'āina: love of land

The College of Education

The College of Education (COE) at the University of Hawai'i at Mānoa is situated in the beautiful Mānoa Valley on the island of O'ahu. As a land-grant institution, the university is committed to improving education in Hawai'i, preschool through graduate school. The college is vibrant, unique, and serves not only the state of Hawai'i, but a regional and global market. Ours is a diverse and robust college providing educational research, policy studies, curriculum development, professional development, allied health care, educational services, and teacher and educational leader preparation programs.

The COE features eight [academic departments](#) – Curriculum Studies, Educational Administration, Educational Foundations, Educational Psychology, Institute for Teacher Education (Elementary, Secondary, and MEdT), Kinesiology and Rehabilitation Science, Learning Design and Technology, and Special Education – and two major research units – the [Center on Disability Studies](#) and [Curriculum Research & Development Group](#). Housed within these departments and units are three undergraduate degree programs with multiple tracks or majors, 10 master and four doctoral degrees, as well as post-baccalaureate and graduate certificates in a variety of fields, with more than 600 degrees awarded annually. See the [College of Education website](#) for more information.

COE Vision:

A sense of purpose, a sense of place: Preparing knowledgeable, effective, and caring educators to contribute to a just, diverse, and democratic society.

The vision of the College of Education is to work as a community of educators who provide innovative research, teaching, and leadership in an effort to further the field of education and prepare professionals to contribute to a just, diverse, and democratic society. Our vision guides the direction and work of the college in and beyond Hawai'i and is informed by a sense of purpose and a sense of place. The college recognizes its responsibility to enhance the well-being of the Native Hawaiian people, and others across the Pacific Basin, through education.

COE Mission:

Preparing tomorrow's teachers, educational leaders, researchers, exercise science professionals, athletic trainers, and counselors.

Our vision guides the direction and work of the College in and beyond Hawai'i and is informed by a sense of purpose and a sense of place. To achieve this vision, the College of Education has as its mission to work as a diverse, just, and democratic community in three areas:

- **Teaching**—prepare new educational professionals and provide on-going professional development in education.
- **Research**—increase the knowledge base in education and related fields through the production and application of educational research.
- **Service**—serve as partners and leaders for excellence in education.

The Department of Kinesiology and Rehabilitation Science

The [Department of Kinesiology and Rehabilitation Science](#) (KRS, formerly KLS prior to Fall 2008) provides the pre-requisite requirements for BOC certification and may prepare the student for the Professional Athletic Training Program, where the student will fulfill all of the requirements for [BOC certification](#). Additionally, athletic training and related coursework may allow students to fulfill the requirements for entry into other allied health programs (e.g. physical therapy, occupational therapy, physician assistant, medicine, etc.).

The Master of Science in Athletic Training

The Professional Athletic Training Program (ATP) is a professional education program which leads to the Master of Science (MS) in Athletic Training. The degree provides an integrated didactic and clinical education program to prepare students for a career as BOC Certified Athletic Trainers. Graduate Athletic Training Students (GATS) who complete the ATP will receive a MS degree in Athletic Training and will meet the requirements for eligibility for the BOC Examination. Current information about the program is housed online on our [ATP website](#). The curriculum is [accredited by the CAATE](#), holding its accredited status since 2005 with continuing accreditation through 2019-2020. CAATE accreditation provides that program graduates are eligible for the [BOC examination](#).

The Professional Athletic Training Program

Program Mission

To prepare graduate students to become BOC-certified athletic trainers who mālama our people, our places, and our ways of knowing.

The MS in Athletic Training Program at the University of Hawai'i at Mānoa (UHM) is the only Athletic Training program in the State of Hawai'i. The University is committed to being grounded in the Native Hawaiian concept of mālama (to take care of, tend, attend, care for, preserve, protect). Our program is committed to providing diverse experiences in a culturally-enriched learning environment and preparing students for athletic training in the local, national, and international communities. Our program framework is detailed below, including our mission statement, core principles, program goals and expected outcomes, curriculum design and mapping, assessment of student learning and performance, along with an explanation of the implementation, evaluation, and process for refining the framework.

Program Framework

To center *mālama* in our context and to be able to assess it, we developed a set of core principles aimed at fostering students' abilities to embrace well-being, continual personal growth, and professional development for success in the evolving landscape of healthcare.

Our program's **core principles** for students are as follows:

- Maintain personal health and well-being
- Be professional and ethical
- Know own role as an athletic trainer in the community
- Communicate effectively
- Care for patients
- Be a lifelong, self-directed learner

The **key elements** that students need to successfully accomplish these principles:

- Motivation
- Self-reflection
- Self-discipline
- Respect
- Peer support
- Stress management
- Mentorship

Program Goals

Program Goals	Expected Outcomes	Measures
Provide high quality didactic and clinical education components of our program.	Minimum average scores of 3 (out of 5) on the student evaluations of their course instructors	End of semester evaluation items rating of course instructors
	Minimum average scores of 3 (out of 5) on the student evaluations of their preceptors each semester	Student evaluations of preceptors (preceptor evaluation survey)
	Minimum average scores of 3 (out of 5) on the alumni evaluation of the program courses	Alumni evaluations of the program courses
Recruit and retain students locally, nationally, and internationally.	30% of our enrolled students are out-of-state including international students.	Admissions and enrollment data
	Target annual cohort size of 10 students.	New student admission data
	Maintain 90% or above retention rate	Student retention data (enrollment, start date, and graduation)
Prepare students to be successful on the national certification examination (BOC).	Overall BOC pass rate above 90%	BOC exam data within 12 months after graduation
	First time BOC pass rate 80% or above	BOC exam data of the first attempt
Provide an educational experience that prepares students for success in gaining employment as athletic trainers or placement in an allied health-related program upon graduation.	At least 90% of graduates each year will be employed as athletic trainers or seeking further graduate education within 12 months after graduation	Job placement rate gathered via the alumni evaluation survey
Prepare students to be competent and evidence-based clinicians.	Minimum scores of 3 (out of 5) clinical competency evaluation for each student	Clinical evaluation instrument
	Meet acceptable performance expectations, as appropriate to each assessment measure, for didactic competency assessments for each student	Didactic competency assessment outcomes aligned to CAATE content standards

	Each student passes the written and oral comprehensive exam	Rubric for the comprehensive exam
Promote professional development for success in the evolving landscape of healthcare.	All students complete a minimum of 10 hours per semester (total of 40) of professional development activities	Hours documented in clinical evaluation instrument
	At least 70% of students attend two professional conferences by graduation	Written report of the conferences attended

Student Learning Outcomes

- Demonstrate effective communication in the context of athletic training practice. (Patient-Centered Care)
- Formulate a **care plan** for patients based on the International Classification of Functioning, Disability, and Health (ICF) examination. (Patient-Centered Care & Patient/Client Care/Prevention, Health Promotion, and Wellness)
 - Collaborate with other healthcare professionals in the context of athletic training practice. (Interprofessional Practice and Interprofessional Education)
 - Practice athletic training based on the current evidence. (Evidence-Based Practice)
 - Evaluate patients using ICF as a framework. (Patient-Centered Care)
 - Integrate cultural competence in athletic training practice. (Patient-Centered Care)
- Formulate professional development plans according to personal and professional goals and requirements. (Professionalism)
- Advocate for the profession through public education and community service. (Professionalism)
- Practice in a manner that is congruent with the ethical standards of the profession. (Professionalism/Healthcare Informatics)
- Demonstrate administrative management skills necessary to operate and maintain high quality athletic training services. (Quality Improvement/Health Care Informatics/Health Care Administration)

Key Terms used throughout this Manual

- **Ability to Intervene** The preceptor is within the immediate physical vicinity and interacts with the GATS on a regular and consistent basis in order to provide direction and correct inappropriate actions. The same as being “physically present.”
- **Athletic Trainer or Certified Athletic Trainer (ATC)** – BOC certified professional athletic trainer who must abide by applicable state practice acts. This category does not include athletic training students, although students must abide by the practice acts concerning students. Please respect our health care profession and refrain from using the term “trainer.”
- **Athletic Training Aide** – see Volunteer or Observation Athletic Training Student
- **Athletic Training Clinic** – Any facility that provides preparatory, preventative, rehabilitative, evaluative, and any other procedure related to patient health care. Also called “Athletic Training Room”.
- **Clinical Education Coordinator (CEC)** - The individual primarily responsible for the coordination of the clinical experience activities associated with the ATP.
- **Clinical Experience** – Clinical education experiences for the Athletic Training Student that involve patient care and the application of athletic training skills under the supervision of a qualified instructor.
- **Clinical Instruction Site or Affiliated Clinical Site** - The location in which a preceptor interacts with the GATS for clinical experiences. There is an annual review and documentation that the clinical site meets all educational requirements.
- **Clinical Supervisor** – Designated person from each clinical site who will assist the ATP with clinical supervision and guidance.
- **Direct Supervision** - Supervision of the athletic training student during clinical experience. The preceptor must be physically present (direct auditory and visual contact) and have the ability to intervene on behalf of the athletic training student and the patient.
- **Graduate Assistant Athletic Trainer (GA)** – Certified Athletic Trainers (or certification eligible) who are employees of the Department of Athletics or Department of Kinesiology and Rehabilitation Science.
- **Graduate Athletic Training Student (GATS)** – Any student formally admitted to the ATP and enrolled in the Clinical Experience series of courses.
- **ATP Faculty and Staff** – Full-time employees of the UH ATP
- **Professional Athletic Training Program (ATP)** – The organization that sponsors and controls clinical education assignments and curriculum progression of the ATS.
- **Learning Over Time (Mastery of Skills)** - The process by which professional knowledge and skills are learned and evaluated. This process involves the initial formal instruction and evaluation of that knowledge and skill, followed by a time of sufficient length to allow for practice and internalization of the information/skill, and then a subsequent re-evaluation of that information/skill in a clinical (actual or simulated) setting.
- **Observation or Volunteer Athletic Training Student** - A student who may be present in an athletic training facility, but not necessarily enrolled in the athletic training major, who is required to observe the practices of a Certified Athletic Trainer. This student may not provide direct patient care. Also known as an Intern, Volunteer, or Pre-Athletic Training Student (see below).
- **Patient** – Any person who receives health care services from certified athletic trainers, including but not limited to recreational, high school, college, and professional athletes, post-and-pre surgical patients, high school, and college staff, physically active individuals, and any other individual with an injury or illness that could be considered within the scope of practice of athletic trainers.
- **Practicum** - A school or college course, especially one in a specialized field of study that is designed to give students supervised practical application of previously studied theory.

- **Pre-Athletic Training Student** - A student may or may not have been admitted formally into the ATP. May be required to complete pre-requisite course or participate in non-patient activities as described by the term observation or volunteer student (above).
- **Preceptor** – A certified/licensed professional who teaches and evaluates students in a clinical setting using an actual patient base.
- **Program Director (PD)** - The full-time faculty member of the host institution and a BOC Certified Athletic Trainer responsible for the administration and implementation of the ATP.
- **Staff** – UH clinical athletic training staff including the Head Athletic Trainer and Assistant Athletic Trainers, and certified graduate assistants.

Professional Terminology for Athletic Training

Suggested terminology from the NATA should be used in all interactions within the ATP.

- **Use of “Athletic Trainer”**. Certified athletic trainers provide medical and allied health care services. Their official title is “athletic trainer”, not “Trainer”.
- **Use of “ATC”**. Communication among athletic training professionals and from athletic trainers to external audiences is extremely important. The NATA’s policy is not to use the term “trainer” or to use the ATC acronym as a noun. ATC is an acronym that describes a credential, not a person, and it should only be used following the name of a certified individual. Using the ATC acronym as a noun inhibits the Board of Certification’s ability to protect the ATC credential against misuse. In other words, NATA and the BOC cannot protect the copyright on the ATC mark if it becomes known as a common noun.
- **Athletic trainers deliver rehabilitation services under a physician’s guidelines**. Guidelines are general directions and descriptions that lead to the final outcome, thereby allowing the athletic trainer to rely on clinical decision making in constructing the rehabilitation protocol. Protocol are rigid step-by-step instructions that are common in technical fields and do not allow flexibility and/or clinical decision making.
- **Athletic trainers function under a physician’s direction**. The terms “direction” and “supervision” mean two different things. Most importantly, supervision may require the on-site physical presence of the physician and that the physician examines each and every patient treated by an athletic trainer. Direction, on the other hand, requires contact and interaction, but not necessarily physical presence.
- **Athletic trainers refer to the population that receives their services as patients or clients**. Athletes comprise a significant proportion of the population who receive care from athletic trainers. However, once an athlete (or any other individual) becomes injured, he or she is a patient. The term “client” should be used for situations where individuals receive athletic training services – usually preventive in nature – on a fee-for-service basis.

Adapted from the [NATA terminology website](#)

Section II Admission Requirements

The ATP invites applications from prospective students who are interested in pursuing a career in Athletic Training. All applicants need to meet Graduate Division admissions standards and documentation requirements, as well as specific ATP criteria and requirements. To be eligible to apply, an applicant needs to meet the following criteria:

- ✓ A bachelor's degree from a regionally accredited U.S. college or university, or an equivalent degree from a recognized non-US institution of higher education
- ✓ Above average academic performance (B average, usually a 3.0 on a 1.0 – 4.0 scale) for undergraduate coursework, program prerequisites, and for any post-bachelor or graduate course work.
- ✓ Completion of prerequisites courses with a minimum grade of C, (or to be completed in the last semester).
- ✓ Minimum of 200 hours of clinical observation under BOC Certified Athletic Trainer, (or to be completed within the last semester; a memo from supervising AT is required).

Please note that meeting minimum admissions standards does not guarantee admission.

Application to the ATP Overview

Applicants must complete **TWO STEPS**.

Step 1 Complete the Graduate Admissions Application:

Apply to the Master of Science in Athletic Training, Professional Athletic Training Program (ATP) through the Graduate Division. Applicants to the ATP must meet the requirements of the Graduate Division. Only applicants that meet the admissions requirements will be admitted to the ATP. Please see the [Graduate Division](#) website for specific application forms and more details on UH Admission Requirements.

The Graduate Admissions Application consists of:

- ✓ Apply to the Masters of Science in Athletic Training.
- ✓ Original / Official Transcripts – sent directly from your school to the UH Graduate Division.
- ✓ GRE scores (no minimum score required) - sent directly from the testing service to the UH Graduate Division.
- ✓ TOEFL scores (International students only; a minimum of iBT 100 for direct admission and 79 for conditional admission. Please see the following section for more detail) – sent directly from the testing service to the UH Graduate Division.
- ✓ Application Fee
- ✓ Residency Declaration Form (as applicable)
- ✓ Proof of sufficient funding (International students only)

Step 2 Complete the ATP Application via Makalei:

The program specific application documents need to be submitted separately via Makalei online application system. All documents need to be uploaded to Makalei system as directed.

The following application documents must be submitted via Makalei:

- ✓ ATP Application for Admission
- ✓ Copy of Graduate Admissions Application Form
- ✓ Copy of GRE/TOEFL scores – unofficial or printed from computer
- ✓ Copy of transcripts from all universities attended showing completed (or in-progress) prerequisites – unofficial or printed from computer

- ✓ A cover letter with professional goals and explanation of any outstanding circumstances
- ✓ A resume or CV detailing current credentials and clinical experience
- ✓ Three letters of recommendation, at least one from supervising AT
- ✓ Experience Voucher Form
- ✓ Technical standards for Admission Form

TOEFL Requirement

Most international students are required to take the TOEFL. Please see the [Standardized Exams](#) policy set by UHM Graduate Division to see if you meet the exemption criteria. The ATP has the following minimum score requirements for applicants taking TOEFL. The score cannot be more than two years old. Applicants are encouraged to take the Internet-Based Test.

TOEFL	Direct Admission	Conditional Admission
Internet-Based (iBT)	100	79
Computer-Based (CBT)	250	213
Paper-Based (PBT)	600	550

Direct Admission:

Students are eligible to be admitted to the ATP without any conditions.

Conditional Admission:

Students will be admitted to the ATP after completion of the following pre-requirements.

- Completion of the ATP prerequisites course at the University of Hawaii, Manoa (or consent from the program director)
- English Language Institute ([ELI](#)) clearance
- Minimum of 500 volunteer hours under BOC certified athletic trainer (or consent from the program director)

Application Deadline

Early Deadline	January 15 th
Late Deadline	March 15 th

Admission Process

Selection committee consists of 3-4 program faculty screens the applications. Applicants are ranked based on the overall quality of application determined by 1) GPA, 2) clinical experience/hours, 3) recommendation letter, 4) objective statement, 5) resume, 6) GRE, and 7) overall completeness of the application. Program accepts a maximum of 8-10 students each year.

Admissions Decisions.

The Program Director will notify applicants of their tentative admission status by early May. Applicants will receive formal admission notification from the Graduate Division. Students begin as a cohort group in the Summer Session II and are formally admitted to the Graduate Division.

Pre-Athletic Training Requirements (Pre-Requisites)

Pre-Athletic Training Requirements (Pre-Requisites)

The following courses are the Pre-Athletic Training Requirements for admission. These courses may be completed at UH Mānoa (highly recommended) in the BS in Health/Exercise Science program or the course equivalent may be considered upon approval by the Program Director. Pre-requisite coursework does not count toward the MS degree, but would count toward the BS in Health/Exercise Science degree (as applicable).

The following table contains the Pre-Athletic Training requirements:

Course Topic	Acceptable courses at UHM
Biology	BIOL171/L or BIOL172/L
Physics	PHYS100/L or PHYS151/L
Chemistry	CHEM161/L
Psychology	PSY100 or FARM230
Human Anatomy & Physiology	PHYL141/L and 142/L
Nutrition	FSHN185
Health and Wellness	KRS395
Emergency Care	KRS432 or CPR/AED cert
Biomechanics/Kinesiology	KRS353 or KRS463
Exercise and Sports Physiology	KRS354
Prevention & Care of Athletic Injuries	KRS415
Introduction to Statistics	KRS474 or EDEP429
Strongly Recommended	
Orthopedic Assessment	KRS420 and KRS421
Administration in Athletic Training	KRS419
Nutrition & Exercise in Sport	KRS480
General Pharmacology	PHRM203
Medical Terminology	HLTH110
Weight Training	KRS152

Required Clinical Observation

The ATP requires previous clinical (athletic training) experience. Applicants must complete at least 200 hours of observation/volunteer of an Athletic Training clinic or facility under the supervision of a certified athletic trainer prior to applying.

Transfer Policy

The UH ATP may consider transferring credits from another CAATE accredited Athletic Training Education Program only. Transfer credits apply only toward courses counted toward graduation with the Master of Science degree. There is no need to transfer Pre-Athletic Training (prerequisite) courses that are required for admission but do not count toward the Master of Science degree. Further information about transferring credits can be found on the [UHM Graduate Division Transfer & Credits](#).

The Graduate Division policies require that regardless of the number of credits transferred, more than half of the credits used to fulfill master's degree requirements must be earned at UHM while enrolled as a graduate student. Such courses must not have been applied to any degree program, and must be evidenced on the transcript(s) that were submitted as part of the student's application. Formal transfers are to be requested in writing to the advisor immediately after admission as a classified student. Transferring or substituting practicum and clinical experience courses is not permitted. All transfers and substitutions must be approved by the Program Director, the Department Chair and the Graduate Division, and made a part of the student's file. The Graduate Division decision is final. NOTE: All transfers must be initiated by the student, and action completed by the department, during the first semester after admission to the program. No course credits older than seven (7) years at the time of graduation, whether earned in residence or transferred, may be applied toward the Masters of Science degree.

Non-Discrimination Policy

The University of Hawai'i is an equal opportunity/ affirmative action institution. It is committed to a policy of non-discrimination on the bases of race, sex, age, religion, color, national origin, ancestry, disability, marital status, arrest and court record, sexual orientation, and status as a covered veteran. This policy covers admission and access to, and participation, treatment, and employment in the university's programs, activities, and services. For more information, please refer to the [UH Equal Opportunity and Affirmative Action Office](#).

Important Information to Consider once Admitted to the Program

Services, Supplies, and Consumables

In addition to the cost of textbooks (see Appendix B), students are responsible for the cost of services, supplies, and consumables such as NATA membership, liability insurance, CPR/AED recertification, criminal background checks, immunizations, fanny pack, scissors, etc., which is estimated to be \$300 – \$400. The required student supply list is found in the Appendix B. Students should also budget for [BOC Self-Assessment Exams](#) as well as [BOC Exam Fee](#).

Full-Time Study

The ATP requires full-time study and has clinical responsibilities over a 22-month period. The curriculum requires courses in the prescribed sequence with clinical education courses required every semester. The clinical education requirement is an average of 20 hours per week, which leaves some time for part-time work, as long as it does not interfere with clinical responsibilities, see the **Student Employment Policy** in Section V of this Manual for more information.

Tuition and Fees

The [Cost of Attendance](#) at the University of Hawaii is subject to change in accordance with requirements of State law and/or action by the Board of Regents or the University administration. Tuition is based on the number of credit hours for which you enroll, according to the rates published [online](#) by the University. Refunds of tuition and fees following withdrawal will be determined by the [Office of the Registrar](#).

Financial Aid and Scholarships

For additional information about financing your Graduate Education go to the [Financial Support](#) at the Graduate Division website. Visit the [Financial Aid services website](#) to apply for financial aid.

Campus Housing

The UH Mānoa [Student Housing Services](#) provides on-campus housing to Mānoa students in a variety of living arrangements that include apartments and traditional coed facilities, single and double occupancy rooms, suites and apartment units.

Health Services

The [University Health Services Mānoa](#) (UHSM) is the on-campus health facility for students. UHSM is located on the East-West Road by Kennedy Theatre, offers University of Hawaii students medical care at low cost. It provides general medical clinic services on a walk-in basis. Physical examination, sports medicine, Women's Health Clinic, dermatology, mental health service, and nutritional counseling are available by appointment. There is a clinical laboratory and a pharmacy on-site. Fees are reasonable, and most insurance plans are accepted. The [Health Promotion program](#) is located at the Queen Liliuokalani Center for Student Services building and includes general health education, peer education and outreach, student health insurance information, and alcohol/other drug education, screening, and brief intervention.

Library Services

The University of Hawaii, Mānoa Library houses world-class library collections. The three major libraries on our campus are.

- [The John A. Burns School of Medicine \(JABSOM\) Health Sciences Library](#): The new Health Sciences Library, which opened in the Spring of 2005, serves as an information resource not only for the John A. Burns School of Medicine, but also for the UH Mānoa campus, the UH system, and the State. Emphasis is on Web-accessible materials, and collections include a wide variety of print and electronic resources, primarily in the clinical sciences. The electronic collection is greatly enhanced by cooperative purchasing agreements with University of Hawaii's Hamilton Library and with the newly formed Medical Libraries Consortium of Hawaii.
- [Hamilton Library](#), with a total of 304,265 square feet of space, houses the research collections in the humanities, social sciences, science, and technology, the area focus collections for Asia, Hawaii, and the Pacific; archives, manuscripts, and other special collections.
- [Sinclair Library](#), a 95,000 square foot home to the music collection, course reserve reading service, Wong Audiovisual Center, and older, bound journals. In the Sinclair Library on the first floor, lobby and lanai areas throughout the building, students will find individual study carrels and also tables for group study. The library is also configured for wireless access on every floor.

Parking

Students are eligible to purchase parking permits which allow access to [University parking facilities](#) and provide a substantial savings compared to daily cash rates. Parking permits should be purchased as early as possible (i.e., during the Summer) as they sell out quickly.

Health, Safety, and Insurance Requirements

The student must provide yearly medical clearance prior to participation in the ATP courses and clinical experiences. The student is responsible for all costs related to the Health Requirements. Medical clearance documentation consists of the following records which are maintained in a secure file. All protected health information is maintained by University Health Services. The student may use their own personal physician or services provided by [University Health Services Mānoa](#) (UHSM).

Health Clearance Requirements

All students must complete the following Health Clearance Requirements BEFORE entering the Clinical Experience. All required forms are found in the Appendices. Students must submit the **Health Clearance / Physical Exam / Technical Standards/ Immunization Record Form** prior to any clinical experiences. All students must submit a physical examination completed and signed (by MD/DO) documenting compliance with the Technical Standards.

- **The Technical Standards.** These criteria set forth by the ATP establish the essential qualities necessary for students to achieve the knowledge, skills, and competencies of an entry-level athletic trainer. The form must be signed by the physician during the physical exam and must also be signed by the student.
- **Immunizations and Vaccinations.** All students must document TB clearance and immunization from rubella (German measles), rubeola (measles), varicella (chicken pox), and hepatitis B. Tetanus and flu (during flu season) are optional. ALL students enrolled at UH must have tuberculosis (TB) clearance within the past year. International students must have TB clearance upon arrival in Hawaii. Once the student has met the TB clearance requirement, the clearance is valid for four years of continuous enrollment. Additionally, students must have COVID-19 vaccination completed. The Immunization and Vaccination Requirements are as follows:
 - **Tuberculosis Clearance.** Entry 2-step PPD skin test (2 separate PPD skin tests/readings; if initial skin test is negative, a second skin test is administered 1-3 weeks later); if documentation of a single or 2-step PPD within 12 months, then only a single PPD is needed. (Mantoux tuberculin skin test; TINE test is not acceptable). Annual documentation of a negative PPD skin test, or if positive, documentation of a chest x-ray within 12 months; if documentation of a prior positive PPD and a chest x-ray, then documentation of a TB questionnaire (screening for symptoms consistent with TB).
 - **Rubella (German Measles).** Documentation of positive screen; if negative, documentation of 1 rubella vaccine.
 - **Rubeola (Measles).** Documentation of positive screen; if negative, documentation of 2 measles vaccinations.
 - **Varicella (Chicken pox).** Documentation of disease, positive screen, or 2 varicella vaccines, if available.
 - **Hepatitis B** – Documentation of screen (antibodies), or 3 hepatitis B vaccinations (may begin Clinicals after first of the three vaccinations).
 - **COVID-19** – Documentation of full-vaccination.
 - **Tetanus** (optional). Documentation or estimated date of tetanus vaccine, if available.
 - **Flu** (optional). Documentation or estimated date of flu vaccine (during flu season), if available.

Insurance Requirements

The ATP requires that GATS obtain and maintain professional liability insurance and primary health insurance throughout the duration of the Program.

- **Primary Health Insurance** - UH ATP students are required to have a primary health insurance policy throughout their enrollment in the Program. Students must provide proof of the policy annually to the UH ATP Director. The university sponsors student health insurance plans. Contact [University Health Services](#) (UHS) for more information.
- **Professional Liability Insurance** - For the protection of the student, all ATP students are required to carry malpractice insurance (*minimum of one million dollar per occurrence, three million dollar aggregate per year*) for the duration of enrollment in the program. More information about professional liability insurance for students from the NATA can be found at: [NATA Preferred Provider](#).

Blood Borne Pathogens Requirements

General biosafety training is to be completed every year either in the classroom or online. The UH graduate athletic training students are required to complete OSHA Blood Borne Pathogen/ Hazardous Material training prior to any Clinical Experiences. Students completing the observation portion of the application process are required to undergo training as well. General Biological Safety training is provided featuring UH policies regarding biological safety, principles of safe lab practices, appropriate storage, transport and disposal, and decontamination of biological substances. Initial training is completed each summer as part of **KRS 490 Introduction to the Athletic Training Clinic** course prior to beginning the Clinical Experience. Annual refresher training and re-certification is required as part of the **KRS 623 Administration in Kinesiology** course through Laulima - [Bloodborne Pathogen Training for NON-Research Personnel](#) as a self-guided training with an online quiz.

Emergency Cardiac Care (ECC) Requirements

This training is an annual requirement of the ATP. Students must complete the CPR/AED for the Professional Rescuer prior to beginning any clinical experiences. The card cannot expire during the academic year. Re-certification is completed each summer prior to beginning the Clinical Experience as part of KRS 490 Introduction to the Athletic Training course and all program students who need re-certification are invited.

Criminal Background Check Requirements

Effective Fall 2008 semester, criminal background checks and fingerprinting for all newly admitted students will be implemented. This is a requirement for placement at clinical sites that require criminal background checks and fingerprinting (i.e., schools and hospitals). This requirement must be completed prior to the start of clinical rotation of the first summer semester (typically, clinical experience starts on 3rd week of July). Background checks are honored for the duration of the student's enrollment in the program if the participating student has not had a break in the enrollment. A break in enrollment is defined as non-attendance of one full semester or more. The above information must be verifiable and verification must be provided upon request to the clinical site. In order to process your background check/ fingerprinting, please fill out the [form](#) and follow the instruction.

Note: *Timeline to complete the criminal background check for AT program students is prior to 3rd week of July of the first summer semester.*

Identification Badge Requirements

Students must obtain the provided identification badge indicating the "student" status and wear it at all times during the Clinical Experiences. This is a mechanism by which clients/patients can differentiate students from credentialed providers. This is very important to protect yourself from liability and a matter of professional conduct. If the badge is lost, students are responsible for obtaining a new one.

- Available at the [Campus Center](#) at the Ticket, Information & ID office across from Subway. The cost is \$5

Technology Requirements

- **Computer Proficiency** - The ATP requires that the GATS has the essential skills for computer usage in an administrative and instructional environment.
- **Laptop Computer** – Students are not required to purchase a laptop computer, but it is highly encouraged to have a laptop or desktop computer for your personal use. See the [UH Bookstore, Computer Department](#) for student discounts on technology purchases.

- **Backup Drive** – While each student is provided with [google account](#) and cloud storage by the university, each GATS is strongly recommended to save class and clinical documents on an individual jump/flash/thumb drive with at least 1 GB of memory.
- **Internet connection** - Because many of the ATP courses are enhanced by the use of computer management systems, such as Lulima and Google functions, the use of the computer, with access to the Internet, is essential for classes. It is recommended that students use [ITS Wireless Passthrough](#) service for your mobile device and laptop to be automatically connected to UHM WiFi service.
- **Software** - Written assignments are expected to be completed using word-processing or google doc applications. Students are expected to submit assignments only in the format available to the faculty. If open-source applications are used, students should check with the instructor(s) to ensure documents will be compatible with the faculty's computer capabilities.
- **UH username and Email**- Using UH *username*, *UH userID* and *@hawaii.edu* e-mail address is necessary for many vital functions at the university, starting with registration; it is also needed for communication with the department and individual instructors. This address will be used for communication between the ATP faculty and the GATS. No other email address should be used. If you prefer a different email address, you must forward your hawaii.edu address to your preferred address. Regular and frequent (that is, daily) checks of the email account is essential in the ATP.
- **Technology Support**- The [UH Information Technology Services](#) is available to help you with your computer, email, calendaring and our online course management system (Lulima). The Help Desk phone number is 808-956-8883.

Section III Professional Education Plan

Program of Study

The program consists of classroom instruction, practicum/laboratory instruction, clinical experience, and research experiences in which the athletic training content areas of 1) evidence-based practice, 2) prevention and health promotion, 3) clinical examination and diagnosis, 4) acute care of injury and illness, 5) therapeutic interventions, 6) psychosocial strategies and referral, 7) healthcare administration, and 8) professional development and responsibility are developed and included. Graduate students seeking BOC certification must complete a minimum of 45 credits, as well as prerequisites courses and clinical education requirements. The ATP must be completed in two calendar years (i.e., Summer, Fall, spring semesters) of full-time study or six semesters of course work with clinical experience under the direct supervision of a Preceptor at an affiliated clinical site.

Athletic Training Core (24 credits minimum)

- KRS 623 Administration in Kinesiology (online 3 credits)
- KRS 615B Clinical Examination of Pathology: Lower Body (3 credits)
- KRS 615U Clinical Examination of Pathology: Upper Body (3 credits)
- KRS 603 Lower Extremity, Thorax, and Abdomen (3 credits)
- KRS 604 Upper Extremity, Head, Neck, and Spine (3 credits)
- KRS 617 Therapeutic Modalities (3 credits)
- KRS 618 Therapeutic Exercise (3 credits)
- KRS 619 General Medical Conditions (hybrid 3 credits)

Clinical Education Plan: (15 credits minimum)

The Clinical Education Plan is designed to provide students with opportunity to apply the content learned in the didactic lectures and labs. Clinical Experiences are provided in KRS490, 609, 610, 611, 612, and 623. Clinical assignments consist of students assigned to Preceptors who provide direct supervision for coverage of sports with upper extremity injuries, lower extremity injuries, equipment intensive, general medical, and rehabilitation settings. Students work with preceptors to gain clinical experience in all Core Competency areas and to perform at above 75% autonomy level. Percent autonomy is determined by the preceptor and reported in the reflection journal and end-of-semester evaluation. A total of 1200 hours of clinical experience is required for graduation which amounts to an average of 20 hours/week. Additionally, students are required to complete **immersive clinical experience** and **selective clinical experience**. Immersive clinical experience consists of 40 hours a week for 4 consecutive weeks or same work hours/schedule as your preceptor during the defined period (summer session II). The immersive clinical experience is a graduation requirement and provided in KRS623 online course. The selective clinical experience consists of professional development experiences at self-selected sites. A minimum of 100 hours is required to fulfill selective clinical experience requirement which is monitored in KRS609-612. Hours collected during winter and summer breaks at the assigned clinical site could count toward selective experience hours; however, the hours claimed for selective experience can't be double counted toward the clinical experience hours.

- KRS490 Introduction to the Athletic Training Clinic (3 credits)
- KRS 609 Athletic Training Clinical Experience I (3 credits)
- KRS 610 Athletic Training Clinical Experience II (3 credits)
- KRS 611 Athletic Training Clinical Experience III (3 credits)
- KRS 612 Athletic Training Clinical Experience IV (3 credits)
- (KRS623 Administration in Kinesiology)

Research Experience: (6 credits minimum)

- KRS676 Research Methods (3 credits)
- KRS641 Seminar (3 credits)

Degree Requirements (Master's Plan B)

ATP students must complete:

- Pre-ATP Requirements (as needed)
- A minimum of 45 credits of required core courses (GPA no less than 3.0)
- Clinical experiences (minimum of 1,200 hours including immersive clinical experience hours)
- Immersive clinical experience (minimum of 40 hours/week for 4 consecutive weeks)
- Final Comprehensive Examination

Professional Education Plan Course Sequence

*The following is the REQUIRED course sequence:

Year One					
Summer Session II					
KRS490	Introduction to the AT Clinic	3			
Total		3			
Fall			Spring		
KRS609	AT Clinical Experience I	3	KRS610	AT Clinical Experience II	3
KRS615U	Clinical Exam of Pathology: Upper Body	3	KRS615B	Clinical Exam of Pathology: Lower Body	3
KRS604	Upper Extremity, Head, Neck and Spine	3	KRS603	Lower Extremity, Thorax, and Abdomen	3
Total		9	Total		9
Year Two					
Summer Session II					
KRS623	Administration in Kinesiology	3	**Immersive Clinical Experience**		
KRS619	General Medical Conditions	3	(Minimum 40hr/wk x 4 wks)		
Total		6			
Fall			Spring		
KRS611	AT Clinical Experience III	3	KRS612	AT Clinical Experience IV	3
KRS617	Therapeutic Modalities	3	KRS618	Therapeutic Exercise	3
KRS673	Research Methods	3	KRS641	Seminar	3
Total		9	Total		9
Total Required for Graduation					45

Recommended Electives*

KRS 480 Sports Nutrition	KRS 489 Program Design in Strength and Conditioning
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*Electives MUST be approved by the Program Director and may require instructor permission. Review course descriptions on the [online course catalog](#).

Retention Standards

The ATP Director will monitor students' progress and enforce the program Retention and Graduation Standards:

Academic Progress

The UH ATP follows the [Graduate Division Enrollment Policies](#). A minimum of a C grade (3.0 GPA) with above "adequate" score for all core competency assessments are required for all ATP courses. Core competency skills are assessed in various forms, such as scenario-based, case report, written assignment, and oral presentation, and graded using standardized rubrics. Knowledge acquisition is assessed through quizzes and exams. The clinical and didactic portions of the ATP progress simultaneously throughout the program. Each step in the process is based on the foundations set in the previous courses and clinical education. A student is allowed to retake courses or clinical assignments that are unsatisfactory, but will be required to progress through the program with the following cohort.

Disciplinary Actions

The UH ATP follows the [Disciplinary Policies](#) detailed by the Graduate Division. The following are the steps used by the Program Director:

Academic Probation. Students on probation are not considered to be in good academic standing. A student may be placed on probation for any of the following reasons:

- Failure to maintain the required GPA. (A student whose cumulative GPA falls below 3.0 after eight credits of course work is placed on probation for the following semester.) See the [Academic Enrollment Policies](#).
- Failure to make adequate academic progress, including having too many incompletes or exceeding the time allowed for completing degree requirements.
- Failure to comply with conduct code.

A student on probation is required to register during the probationary semester. If there are extenuating circumstances preventing registration, the student may obtain approval from the graduate chair and petition the Graduate Division to waive this requirement. Normally, no extensions of the probationary semester will be granted. Under extenuating circumstances, a student with approval from his or her graduate chair may petition the Graduate Division for an extension.

Dismissal. A student on probation who fails to meet the minimum required academic standards at the end of the probationary semester will be dismissed. A student may be placed on academic probation only once. A student who has already been on probation will be dismissed, if he or she again fails to meet the minimum required academic standards in any subsequent semester. A student may also be dismissed for the following reasons:

- Failure to pass the general or comprehensive examinations required by his or her graduate program.
- Failure to comply with UH Conduct Code, NATA Code of Ethics, and ATP Policies.

Procedures for academic dismissal must allow for due process.

Return to Active Enrollment. If the student raises the GPA to the minimum standard by the end of the probationary period, he/she will be returned to active enrollment with the following cohort class.

Graduation Requirements

The graduation requirements for the ATP follow the Graduate Division **Masters Plan B** (see [requirements for Masters Plan B from the Graduate Division](#)). Students are responsible for meeting all graduation requirements by the deadlines posted on the [Academic Calendar](#). The [commencement ceremony](#) involves purchasing a cap, gown, and a baby blue hood as a graduate of the College of Education.

Graduation from the ATP requires successful completion of the following degree requirements:

- Apply for graduation on-line by the deadline
- Professional Education Plan including Core Academic Courses and the Clinical Education Plan including 1200 hours of clinical experience.
- Cumulative Grade Point Average above 3.0
- Immersive Clinical Experience
- Final Comprehensive Examination

Cumulative Grade Point Average Required for Graduation

The ATP requires 45 credits of Core Academic Courses and the Clinical Education Plan. Students must attain above "C" in all core coursework and adhere to the program progression.

Core Academic Courses

The required core courses in which the minimum GPA is concerned are KRS 490, 603, 604, 615B, 615U, 617, 618, 619, 623, 641, and 673 in the required sequence for program progression in addition to the Clinical Education Plan courses (KRS609-612).

Clinical Education Plan

The Clinical Experience Courses are a required part of clinical education plan. Athletic Training Clinical Experience I-IV (KRS 609, 610, 611, 612) courses, as well as KRS490 and 623, provide clinical experience. A total of 1200 hours of clinical experience at the affiliated sites are required for graduation.

Immersive Clinical Experience

The Immersive Clinical Experience is a required part of clinical education plan, which consists of 40 hours per week for 4 consecutive weeks or same work hours/schedule as a preceptor during the defined period. The Immersive Clinical Experience is provided in KRS623 online course during the second-year summer session II.

Final Comprehensive Examination

The final comprehensive examination involves two steps; 1) written exam and 2) oral defense. Students will be given 4 hours to answer questions on a given topic in writing. The written exam is conducted in KRS612 and evaluated by the program faculty. Students then are scheduled for an oral defense, and given an opportunity to explain the content written in the essay. Students must demonstrate above “satisfactory” level of competencies in all domains listed in the written exam, and will be evaluated based on the quality and accuracy of the information provided on the essay and oral defense using standardized evaluation rubrics. Incomplete written exams will result in automatic failure and will not be preceded to oral defense. All students must pass (meet the satisfactory level) the final comprehensive examination to be eligible for graduation. The final comprehensive examination will be scheduled during the last semester by the deadline for the Masters [Plan B Final Examination](#) according to the [Academic Calendar](#).

In the event that students did not meet the satisfactory level, students may re-take the exam. The re-take exam is conducted in the same format, both written exam and oral defense, with different topics. If a student wishes to retake the exam in the following semester, students must be registered for at least one credit (KRS500) to be eligible for graduation. The maximum time to degree completion is seven years from the admission to the program, and students must be continuously enrolled in the program. For more information, see [Enrollment Policies](#).

Section IV Clinical Education Plan

This is where the knowledge and skills, learned in classroom and laboratory settings, are applied to actual practice on patients in a real-life setting under the supervision of a Preceptor. The Clinical Education Plan is integrated with the Athletic Training Clinical Experience I-IV (KRS609-612), as well as KRS490 and 623 for summer sessions, required by the Professional Education Plan.

Clinical Experience Courses.

The Athletic Training Clinical Experience I – IV courses (KRS 609, 610, 611, 612) consist of instructing, demonstrating, and evaluating required skills and knowledge in structured classroom and laboratory environment(s). These courses also provide clinical assignments that involve patient care and the application of athletic training skills under the direct supervision of a qualified

instructor. Clinical experience during summer session is monitored through KRS490 and KRS623. In KRS623 online course, immersive clinical experience is a required component, and the class projects and assignments involve clinical site, preceptors, and clients/patients. KRS490 is a very first course that students enroll, which consists of orientation/classroom activities followed by clinical experience.

CAATE Core Competency

The UH ATP incorporates the 2020 CAATE Curricular Content (Standard 56-94) that are integrated between the Core Academic Courses and the Clinical Education Plan. Each Curricular Content is addressed multiple times throughout the curriculum in different courses and context, and evaluated using various assessment methods.

CAATE Curricular Content

Prerequisite coursework and foundational Knowledge

Core Competencies

 Patient-Centered Care

 Interprofessional Practice and Interprofessional Education

 Evidence-Based Practice

 Quality Improvement

 Health Care Informatics

 Professionalism

Patient/Client Care

 Care Plan

 Examination, Diagnosis and Intervention

Prevention, Health Promotion, and Wellness

Health Care Administration

CAATE Curricular Content Evaluation

Academic preparation through the program courses focuses on acquisition of specialized knowledge and skills which is essential to build foundation for students to participate in activities that involve logical thinking, critical thinking, and problem-solving. Standardized exams, quizzes, and practicum exams (manual skill check) are used to assess the level of knowledge and skill acquisition. To further assess how acquired knowledge and skills are used for logical thinking, critical thinking and problem-solving activities, case reports, scenario-base assessment, written assignments, and oral presentations are used. Rubrics are used to standardize assessment across the program and students are required to score above “adequate” on given assignments.

Clinical education focuses on providing students with clinical experience and opportunities to test their acquired knowledge and skills in a supervised environment. Assessment in clinical education is designed to elicit self-directed learning through goal-setting and self-reflection. Preceptors are responsible for monitoring and providing feedback on students’ performance, however, the focus is on “process” instead of rating the quality of the product. The “process” is defined as a series of steps and decisions involved in the way work is completed. Therefore, assessment of process can be broken down to two components: 1) steps taken and 2) decision-making. Assessment on steps taken, whether appropriate steps are taken to gather information/data, should be the priority since correct decisions without appropriate steps are unreliable. When necessary information and data are collected, the assessment on decision making, whether gathered information and data are interpreted correctly to make decisions, should be completed. Assessment of students’ performance in clinical education is embedded in a series of AT clinical experience courses, where students are instructed to initiate beginning-of-semester, mid-term, and end-of-semester assessment procedures with preceptors and self-reflect on their

progress using reflection journal provided in class. Reflection journal is also used to track students' progress toward 100% autonomy in each competency area.

Logical Progression to the Autonomous Patient Care

During clinical experience, preceptors allow for an appropriate level of autonomy according to the students' level of understanding and performance. At the beginning of the semester, students share their goals and courses completed/enrolled with preceptors to set a standard and expectation. GATS are expected to perform skills already learned in core courses at above 50% autonomy. GATS are allowed to perform skills not formally learned in core courses with preceptor's instruction and approval. Ultimately, GATS are expected to demonstrate skills with above 75% autonomy and 3/5 quality level for all core competency areas by the end of the last semester. Level of autonomy, quality of performance, and specific feedback provided by preceptor in each core competency area are reported in reflection journal and end-of-semester evaluation.

Clinical Education Plan Procedures

Clinical Assignments

Clinical Assignments provide the student with the opportunity for experiential learning and to practice and apply the skills and knowledge in a real-life environment under the assigned preceptor's guidance and supervision. During the course of the program, students have exposure to a variety of client/patient population, preceptors, settings, and health care professionals. Each GATS is required to complete four, semester-long Clinical Experiences (KRS 609, 610, 611, 612) and two, summer Clinical Experience (KRS490 and 623). The immersive clinical experience is a program requirement and integrated in KRS623 where students experience full-time work schedule for 4 consecutive weeks.

Each semester, students are assigned to a preceptor who will provide a productive learning experience for each GATS. The GATS and preceptor are required to meet within the first week of the Assignment for a site orientation and to become familiar with each other's' background and experiences, review the goals and expectations of the course, and set a plan to achieve the goals. This meeting provides the student and preceptor the opportunity to present both parties' expectations and goals for the semester. Throughout the semester, Clinical Experiences involve daily personal/verbal communication between the GATS and the preceptor, who plans and directs the student's athletic training learning experience. To maximize the individualized learning opportunity, the number of students assigned to a preceptor in the clinical experience does not exceed a ratio of two students to a preceptor in the clinical setting.

At mid-semester and within 1 week of the end of the semester, GATS are required to meet with their preceptor to go over their evaluation, reflect on their progress toward the goals, and adjust the plan to achieve the goals. At the end of each Clinical Assignment, the student and preceptor are required to complete performance evaluations for each other. The reflection journal and med-/end-of-semester evaluations, as well as time sheet verified by the preceptor, are submitted to the CEC for the Clinical Experience course grade.

Clinical Assignment Selection Process

During the Introduction to Athletic Training Clinic (KRS490), students gain clinical experience in the main UH Athletic Training Clinic and in following semesters rotate to off-campus traditional settings as well as Rehabilitation and General Medical Intensive Settings. The selection process involves consultation between the GATS, the PD, the CEC and the preceptor. Main factors considered are GATS's future goals, clinical assignment history, feedback from preceptors, and transportation/commute. This is to ensure that the student is appropriately challenged in the clinical

assignment and that the student receives exposure to the appropriate type of intensive experience. Final decisions on the Clinical Assignments are made by the CEC based on the following criteria:

- Program Level
- Student's Professional Goals
- Academic Performance
- Previous Clinical Evaluations
- Previous Clinical Assignments
- Individual Student Strengths & Weaknesses
- Individual Preceptor Strengths & Weaknesses

Client/Patient Population

Clinical Assignments are completed in at least four different settings: On-campus Traditional, Off-campus Traditional, Rehabilitation, and General Medical. The Clinical Education Plan is designed to provide the GATS with broad and diverse clinical experience in Athletic Training traditional and non-traditional settings. The traditional settings are associated with adolescent to college-aged patient population with varying level of athletic ability and socioeconomic status, and different types of activity/sport. The non-traditional settings are associated with a broader range of patient population including children and elders, medical conditions, types of activities including non-sport activities, and socioeconomic status.

Settings. At least one Assignment in each of the **following Settings** MUST be completed:

- Traditional On-Campus
- Traditional Off-Campus
- General Medical
- Rehabilitation
- Selective Clinical Experience

Intensive Experiences. Within the Assignments, at least one of the **following Intensives** (or combination) MUST be must be experienced:

- Contact/Equipment Intensive
- Upper Extremity Intensive
- Lower Extremity Intensive
- Male Sport Intensive
- Female Sport Intensive
- Rehabilitation
- General Medical

Clinical Experience Hours and Criteria

GATS are required to complete a minimum of 1200 hours of clinical experience in a consistent manner throughout the semester. Clinical experience hours are documented using provided time sheets and are submitted through corresponding courses. Obtained hours need to be approved/signed by the preceptor to count toward clinical experience hours. To ensure the consistency, students are required to schedule the clinical experience to minimally meet the following criteria:

- 1) 15 hours per week, 3 days per week for 15 weeks
- 2) 225 hours per semester

Additional 20 hours at each rehabilitation intensive settings and general medical setting are provided in a predetermined period coordinated by the CEC. Immersive Clinical Experience of 40 hours per week for 4 consecutive weeks is provided in KRS623 during summer session II.

To ensure that the number of required clinical hours are adequate enough to complete clinical assignments and gain meaningful experience to prepare students for autonomous practice,

students and preceptors are asked to fill out the end-of-semester survey to provide their perceptions. This data will also be used to ensure that the time commitment for completing program requirements does not adversely affect students' progress through the program.

Hours Completed During Non-Semester Break Period

Hours completed at affiliated clinical sites during non-semester break period may be applied to future assignments. Hours completed at sites outside of the program will not count toward clinical experience; however, it may be applied to selective experience hours. See [Academic Calendar](#) for the holiday and breaks.

Request for Excused Absence

Students must submit the [Request for Excused Absence Form](#) if for some reason students can't meet the required per week hours and days; however, students are still expected to meet the per semester hour requirement. Students first fill out the form and obtain signature from the preceptor, then submit the form to CEC. CEC then will contact the preceptor, and collectively make decision on approval of the request. Students have a maximum of 3 excused absence requests per academic year including sick leave.

Beginning of Assignment/Orientation Procedures

To begin the Clinical Assignment, follow these steps:

1. The week before the Assignment begins, contact the preceptor and schedule an appointment for orientation.
2. Have the following documents ready to be reviewed by the preceptor:
 - a. Core courses completed/currently enrolled
 - b. Your semester goals and objectives
 - c. Your updated CV
 - d. Your semester goals and objectives
 - e. Preceptor Meeting Verification Form
3. Meet with the preceptor to review the above documents, site's Policy and Procedure and expectations. Orientation should minimally include the site-specific procedures on BBP, EAP, HIPPA, FERPA, communicable/infectious disease control, and sanitation precautions. Obtain a signature from the preceptor on the Preceptor Meeting Verification Form.
4. Submit the signed Preceptor Meeting Verification Form to CEC within 1 week of beginning the Assignment.

Mid-semester Evaluation Procedures

At the mid-point of the Clinical Assignment, follow these steps:

1. Schedule an appointment with the preceptor for mid-semester evaluation.
2. Meet with the preceptor and discuss the individual performance and progress toward the goals and objectives during clinical assignment. Obtain a signature from the preceptor on the Preceptor Meeting Verification Form.
3. Submit the signed Preceptor Meeting Verification Form, Preceptor Meeting Reflection, and approved time sheet to CEC within 1 week of completing the assignment.

End of Assignment Procedures

At the end of the assigned Assignment, follow these steps:

1. The week before Assignment ends, schedule an exit interview with the preceptor.
2. Meet with the preceptor and discuss the individual performance and progress toward the goals and objectives during clinical assignment. Obtain a signature from the preceptor on the Preceptor Meeting Verification Form.

3. Preceptor will document an end of assignment evaluation on online survey (google form).
4. Complete Preceptor and Clinical Site Evaluation on online survey (google form) within 1 week of completing the assignment.
5. Submit a signed Preceptor Meeting Completion Form and approved time sheet to CEC within 1 week of completing the Assignment.

Direct Supervision of Athletic Training Students during Clinical Assignments.

During Clinical Experiences students must be directly supervised at all times. The ATP defines supervision of students in the clinical settings as visual and auditory contact within a distance necessary to for the preceptor to intervene on behalf of the patient/athlete. See definitions in Section I of this Manual. The ATP recognizes that each clinical site has its own characteristics that dictate the distance requirements, but ATP insists preceptor never leave students unsupervised with the expectation of providing services or care beyond the students First-Aid/CPR certification.

Affiliated Clinical Sites

An Affiliated Clinical Site is any business, hospital, or school in which Athletic Training Clinical Experiences may take place. Each site is bound by an Affiliated Clinical Site Agreement that describes the responsibilities for the ATP, Clinical Setting, and the GATS. Each Affiliated Clinical Site has a designated “preceptor” who is primarily responsible for adhering to the Affiliation Agreement.

To the Student - It is important for each student to understand responsibilities identified for GATS. Students’ failure to meet the requirements is grounds for removal from a clinical site and suspension from the UH ATP. Listed below are the responsibilities the Affiliated Clinical Site Agreement provides for the student.

1. Student agrees to provide his/her own health insurance coverage.
2. Student shall be responsible for the purchase of professional liability insurance through individual policy, and presenting that proof of the policy to the ATP Director.
3. Student agrees to provide his/her own transportation to and from the Clinical Site as well as any vehicle maintenance during the Clinical Experience.
4. Student agrees to abide by the existing rules, regulations, policies, and procedures of the Clinical Site as provided to Student.
5. Student shall be responsible for presenting clinical documentation to the clinical instructor for completion and maintenance of documentation required by the ATP.

The UH ATP utilizes several traditional on-campus and off-campus Affiliated Clinical Sites to provide educational/clinical experiences for ATP students. The on-campus facility is the main UH Athletic Training Clinic. Additional on-campus clinical sites are the satellite athletic training clinics in Stan Sheriff Arena and Les Murakami Stadium that are responsible for servicing specific athletic teams during the competitive and non-competitive season. Off-campus clinical sites include high school, rehabilitation, and general medical settings. All current Affiliated Clinical Sites are evaluated annually by the CEC during a random site visit. Additionally, the UH Athletic Training Education Laboratory (AT Lab, KP-B108) is available to GATS to study and practice skills.

UH Athletic Training Education Laboratory (AT Lab, KP-B108)

The AT Lab serves as the primary education classroom and research laboratory facility for the ATP. The AT Lab is located in the Duke Kahanamoku Pool Building at UH main campus at Mānoa. The AT Lab is open to ATP Students from 8:00 am to 6:00 pm M-F, except

during classes. The lab is kept locked when not being used to protect equipment and supplies. During the hours of operation students can request access from the KRS faculty.

On-Campus Traditional Settings

UH Athletic Training Clinic

The UH Makai Athletic Training Clinic is the main clinic for the University. Physicians utilize a separate office within the facility for athlete diagnoses/consultations and student interactions. Equipment Intensive Assignments are experiences available with pre-season, in-season, and Spring football at the UH Makai Athletic Training Clinic. Female and male sport, upper- and lower-extremity intensives are available as well. In general, clients/patients with higher physical ability in highly competitive environment are encountered in this setting. The UH Makai Athletic Training Clinic is located on the southern end of the PE/Athletic Complex at the UH main campus at Mānoa. The general operation hour of UH Makai Athletic Training Clinic is M – F from 5:00 am – 7:00 pm and is closed for lunch from 12:00 - 2:00 pm. Weekend hours depend upon sport practice/event schedules.

Off-Campus Traditional Settings

High School Settings - The Hawaii Department of Education and private local high school settings provide traditional athletic training clinic settings for ATP students. Since high school athletic training clinics service all athletic teams of the respective schools, athletic programs for contact/equipment, male, female, lower- and upper-extremity intensive sport coverage are provided. Clients/patients with a varying level of athletic ability, competitiveness, and socioeconomic status are encountered in these settings. The general operation hours are early afternoon through evening. Weekend hours depend upon sport practice/event schedules.

Off-Campus Non-traditional Settings

Rehabilitation Settings – ATP provides rehabilitation and performance enhancement clinics for the Rehabilitation Clinical Assignment. Clients/patients with a varying level of age including children and elders, physical conditions, activities including non-sport and recreational, and socioeconomic status are encountered in these settings.

General Medical Settings– ATP provides opportunities at the local physicians' offices for the General Medical Assignment. Clients/patients with a varying level of age including children and elders, non-sport related physical conditions, and socioeconomic status are encountered in these settings. Prior completion of the orientation/training provided by the hospital is required to participate at this site. Business attire (collared shirt and long pants) is required at this setting.

Intensive Experiences

- **Contact/Equipment Intensive** – Students complete a Contact/ Equipment Intensive Assignment at least once during the Clinical Education Plan. Initial, general exposure is provided during the Introduction to Athletic Training Clinic (KRS490) and requires a mandatory in-service and pre-season football camp the first August of the Program. In addition to UH Division I football team, most high school settings have football, wrestling, and judo team and GATS will have opportunity to experience contact/equipment intensive sport at different levels of competitiveness.
- **Lower- and Upper-Extremity Intensive** – The Lower- and Upper-Extremity Intensive Experiences are obtained at the on- or off-campus traditional settings. The Lower-Extremity Intensive experiences are with sports such as, but not limited to: soccer, track and field, cross-country. The Upper-Extremity Intensive experiences are with sports such as, but not limited to: volleyball, tennis, swimming, canoe paddling, baseball, softball and water polo.

- **Male and Female Sport Intensive** - The Male and Female Intensive Experiences are those team sports with predominant participation by one gender and are obtained at the on- or off-campus traditional settings. The Male Intensive experiences are with sports such as, but not limited to: football, wrestling, judo, volleyball, basketball, soccer, baseball, tennis, canoe paddling, track and field, cross-country. The Female Intensive experiences are with sports such as, but not limited to: volleyball, basketball, soccer, wrestling, judo, softball, tennis, canoe paddling, track and field, and cross-country.
- **Rehabilitation/Performance Enhancement Intensive** - The Rehabilitation/Performance Enhancement Intensive occurs for a minimum of 20 hours of exposure to clinic-based orthopedic rehabilitation and performance enhancement training. Students gain experience with varying levels and types of therapeutic and performance enhancement exercise for a broader range of patient/client population including recreational/non-sport athletes and those with occupational injury/condition.
- **General Medical Intensive** - Combined with the Rehabilitation Assignment, the GATS will complete the General Medical Assignment for a minimum of 20 hours of exposure to medical settings that involves observation and interaction with physicians, nurse practitioners, and/or physician assistants. Students gain experience with a broader range of patient/client population with varying types of health conditions which may or may not be related to sport/activity.

Maintenance of Equipment Policy

Athletic training clinics may utilize therapeutic modalities to help treat and rehabilitate athletic injuries. All therapeutic modalities at affiliated clinical sites are required to be professionally re-calibrated annually. Documentations providing the dates of calibration are submitted to CEC annually. CEC also verifies that modalities at each site, if available, are calibrated during the site visit.

Site Specific Policy and Procedure

Each affiliated clinical site has site-specific policy and procedure manual. Students must be oriented to the site-specific Policy and Procedure during the beginning of semester Orientation. The policy and procedure minimally include:

- Expectation of ATS
- Blood Born Pathogens
- HIPPA and FERPA
- Communicable and Infectious Disease
- Sanitation Precautions
- Emergency Action Plans

Evaluation and Documentation of the Clinical Experience

All required documentation and forms are provided through KRS490, 609-612, and 623. All due dates are listed on the associated course syllabus.

- **Preceptor Meeting Verification Form and Preceptor Meeting Reflection** – GATS are required to schedule an appointment with preceptor 3 times a semester (beginning of semester orientation, mid-semester evaluation, and end-of-semester evaluation). The signed Preceptor Meeting Verification Form and self-reflection report are due to the CEC **within 1 week** of completing the Assignment.
- **Clinical Hours Documentation** - Clinical experience hours must be recorded in the provided time sheet and approved/signed by the supervising preceptor. Time sheets must

be submitted through the corresponding course. CEC monitors the total clinical hours to ensure the appropriate and timely completion of hours.

- **Reflection Journal** – Reflection Journal (google sheet) template is provided to GATS each semester to document Core Competency Assessment and self-reflection journaling. Students are responsible for documenting their performance associated with each core competency, assessment/feedback provided by the preceptor and self-reflection journaling. GATS are expected to complete each core competency with above 75% autonomy and 3/5 quality by the end of the last semester. Reflection Journal provides the mechanism through which students keep track of their progress. Students are required to submit Reflection Journal bi-weekly through corresponding course, which is shared with the preceptor and program faculty.
- **Evaluations of Preceptor and Clinical Sites by GATS** - ATP students are required to complete evaluations of the preceptor and the clinical site during each clinical experience Assignment via the online survey (google form). The evaluations are due **within 1 week** of completing the Assignment. Results of the evaluation are shared with preceptors to provide feedback on preceptor's performance.

Section V General Policies of the ATP

Expectations of ATP Students

UH ATP students are responsible for observing the highest standards of intellectual and personal honesty in every aspect of their careers at the University of Hawaii. The University's Student Conduct Code represents a zero tolerance policy, the penalties for academic dishonesty are severe and ignorance is not an acceptable defense. Students are required to be familiar with and follow all University policies including:

- The University of Hawaii [Student Conduct Code](#)
- The University of Hawaii at Mānoa [Campus Policies](#)
- The University of Hawaii [Policy on Workplace Non-Violence](#)

Ethical Conduct.

The Athletic Training Profession promotes ethical conduct of its members through published codes of ethics and standards of conduct. ATP students are expected to adopt and to enact these standards and codes in their degree work in classes, written assignments, oral presentations, group work, practicum and clinical experience sites, and in personal, internet and phone communications related to their Athletic Training studies. Students are required to be familiar with the ethical guidelines of professional associations including but not limited to the following:

Following the National Athletic Trainers Association (NATA) Code of Ethics.

The NATA code of ethics provides the membership with the principles for athletic training ethical behavior. The UH ATP requires student's adherence to these standards of professional practice. Violation of the code of ethics can result in a student's suspension or expulsion from the UH ATP. Any violation will be assessed on an individual basis by the Program Director. The [NATA Code of Ethics](#) can be found Appendix A of this Manual.

General Principles of Ethical Conduct Expected of ATP Students.

- **Propriety.** Students should maintain high standards of personal conduct in the capacity of identity as a student of the University of Hawaii.
- **Competence and Growth.** Students should strive to become proficient in academic performance and professional practice, functions, and activities.

- **Development of Knowledge.** Students should take responsibility for identifying, developing, and fully utilizing knowledge for academic assignments and professional practice.
- **Scholarship and Research.** Students engaged in study and research should be guided by the conventions of scholarly inquiry and academic integrity. Students must be familiar with and follow the requirements on each course syllabus.
- **Service.** Students should regard as primary the service obligation to practicum, community, or clinical experience sites, as well as to student professional organizations.
- **Confidentiality.** Students should respect the privacy of information users and hold in confidence all information obtained in the course of professional service at practicum, community, and clinical experience sites.
- **Commitments to Organizations.** Students should adhere to commitments made to practicum, community, or clinical experience sites, as well as to student professional organizations.
- **Respect, Fairness, and Courtesy.** Students should treat staff, student colleagues, professionals and faculty with respect, courtesy, fairness, and good faith in all communication settings, including online, classrooms, group meetings, practicum, clinical experience sites, and faculty and departmental offices.
- **Integrity.** Students should act in accordance with the highest standards of professional integrity to uphold and advance the values, ethics, knowledge, and mission of the Athletic Training profession as outlined in professional codes of ethics and standards of conduct.

Adapted from: [Professional Expectations for Library and Information Science Graduate Students at the University of Hawaii](#). Accessed on October 23, 2007.

Digital Professionalism Policy

The concept of professionalism applies to both real and virtual social networks. As such, it is essential for all GATS to conduct themselves in a positive manner while avoiding behavior that reflects poorly on themselves, the athletic training program, UHM, and the athletic training profession. This includes, but is not limited to: any and all inappropriate user-generated content (digital text, images, audio, and video that are created and/or shared), upholding confidentiality standards to prevent and invasion of the rights of others, and protecting your online reputation. Before posting any user-generated content it is recommended that you carefully consider the following questions:

- 1) Could this content be considered offensive to a fellow student/patient/faculty/staff?
- 2) Could this content reflect adversely on me?
- 3) Could this content reflect adversely on the goals and mission of the athletic training program, UHM, or the athletic training profession?

If this answer is “yes”, “maybe”, or “I am not sure”, it may be best not to post. Remember, everyone and anyone can share anything anywhere anytime, and as a consequence, this information may be accessible for months or even years after it is generated.

The ATP may deem user-generated content as a violation of the ATP policy or NATA Code of Ethics, or University Policies. Such postings could result in a disciplinary action at the discretion of the ATP director.

Adapted from: *Gardner Webb University Athletic Training Program Manual 2014-2015*. Accessed on June 28, 2016.

Professional Development and Involvement.

Graduate students are strongly encouraged to join the various professional groups that represent athletic trainers at the local, regional, and national level. These organizations provide many benefits including scholarships, informational service, educational symposiums, scholarly journals, and job placement services. Students are encouraged to apply for scholarships through

the STAR website and those recipients will be selected in accordance with current selection policies found [here](#).

First Responder Policy

The UH ATP does not officially utilize athletic training students as independent functioning first responders. GATS are required to be under the direct supervision of a preceptor. Due to an unforeseen situation, in the absence of a preceptor, students may provide emergency care as defined by their First-Aid/ CPR certification. Students may NOT provide services as athletic trainer or other medical personnel.

Class Schedule Policy

Students must be available for Clinical Experiences associated with course credit. For this reason, GATS must not schedule classes that meet during those times. If unavoidable conflicts arise, discuss your schedule with the Program Director. Do not use clinical experiences as reasons for missing class without approval from the Program Director and the instructor of the course. Please discuss any scheduling issues with the Program Director as soon as possible.

Clinical Experience Policy

Be ready to attend clinicals and “provide services” when patients arrive. Look for something to do before sitting and talking. Check with the preceptor to determine daily tasks and expectations. There are always duties (cleaning, preparation duties, etc.) that can be completed. Studying during practices or games is discouraged, and at no time should the GATS be sitting and reading without approval of the preceptor. The GATS are encouraged to practice Clinical Proficiencies with the approval of the preceptor.

The ethical standards defined by the NATA Code of Ethics will be followed during all Clinical Experiences and all interpersonal interactions within the ATP. A copy of this Code is at the end of this document. Failure to demonstrate ethical behavior will result in a formal warning according to the Disciplinary Policy.

Lateness and unexcused absences are unacceptable. If you are going to be late or if you will be absent for scheduled duties, call ahead and notify the preceptor. Repeated tardiness or absences will result in a formal warning according to the Disciplinary Policy.

Student Employment Policy

Students are permitted to pursue employment opportunities (on and off campus) provided the work does not interfere with regular academic responsibilities, including the Clinical Experiences. There are scholarship, assistantship, and federal work-study opportunities for students based on established criteria. ATP students cannot simultaneously participate in clinical clock hours (observation, clinical education, or Clinical Experience) while full filling the duties of a paid position. This policy includes university work study or off-campus employment.

Travel Policy

Traveling with sports teams to the mainland is not a requirement of a clinical assignment. It is the position of the ATP that traveling with sports team is voluntary and a privilege. A preceptor may directly extend an invitation for travel to a student. The student is free to decline the invitation without comment. Travel opportunities may be offered to a GATS, but are not guaranteed.

To the student: Travel is voluntary and a privilege. Students should strongly consider the ramifications of sports team travel before they accept an invitation. When traveling with collegiate teams the time spent traveling can be extensive. Students on university or program probation or struggling academically will not be allowed to travel.

To preceptor: If a travel invitation is extended to a student and they accept, appropriate travel and rooming arrangements must be made. Students of opposite genders will NOT room together.

Students will not be asked to travel in un-safe or over crowded vehicles. The preceptor has the right to deny a student travel privileges for acknowledge performance issues. The preceptor must ensure that the student is properly prepared for travel experience. The preceptor should meet with the GATS prior to leaving to give both verbal and written directives for travel. This would include treatments to be administered and clinical responsibilities with event. Under no circumstances will a GATS travel with an athletic team without a supervising preceptor.

Professional Appearance Policy

In order to establish professional appearance consistent with other allied health care professionals, all GATS must abide by the athletic training professional appearance policy. The Professional Appearance Policy is in effect while GATS are at clinical site or assisting with the provision of patient care. Professional Appearance is defined by the following without exception:

- Do not wear clothing (including caps, hats, cold weather clothing, or equipment) representing another university while “providing services” in an official capacity for the ATP.
- No one shall wear clothing or visible tattoos with sexual/racial connotations or that has any reference to drug usage, alcohol/tobacco usage, or profanity. If GATS do, GATS will be asked to change clothing or cover the offensive tattoo.
- Clothing must be of professional dress (i.e. khaki style pants or shorts and polo or T-shirt with school logo or other professional dress). All clothing must cover the abdomen, shoulders, and buttocks. Shorts must be of at least mid-thigh length and must have a hem (no cutoff jeans or slacks). Tank tops and low-cut shirts are not allowed. Denim is prohibited while in the athletic training clinics, at practices, and especially during games.
- For the General Medicine rotation or any hospital settings, business attire (polo/collared shirt, long pants) is required.
- Shoes must be worn at all times in the athletic training clinics. There shall be no open-toed shoes or sandals.
- Shirts must be tucked into the shorts or pants at all times. Wearing collared shirts is strongly encouraged; however, T-shirts are allowed if they meet the guidelines from above.
- No visible body piercing or tattoos are allowed in the Athletic Training Clinics, at practices or games, or any other time that GATS are representing the ATP. Small stud-type of earrings, necklace in moderation, and engagement/wedding ring are allowed; no other jewelries are allowed during the clinical experience. Any facial hair should be kept clean and neat. Hair should to be tied if they are longer than shoulder. Nails should be kept short at all time. Individuals involved with the ATP are expected to exhibit professional appearance and attitude at all times.

Medical Record Keeping Policy

GATS must utilize the daily treatment logs, injury evaluation forms, exercise sheets, progress notes, and any other documentation forms that are provided at the clinical site or the affiliated site. GATS must complete detailed records during each clinical experience assignments and each record need to be evaluated by the preceptor for feedback. GATS should pay particular attention to the security, record-keeping, and confidentiality requirements that govern the medical records for which they have a professional obligation to see, use, keep, interpret, record, update, or otherwise handle.

HIPAA and Medical Confidentiality Policy

GATS are exposed to variety sources of protected health information (PHI) regarding patients and student athletes. Several sources of PHI are:

- Patient reports (verbal)
- Medical documentation (print)
- Discussion between members of the Sports Medicine team (verbal)

- Witness (visual), etc.

A patient's medical record is confidential. Medical records should remain in a secure area. Any detail from the medical record should only be discussed when it relates to the care of patients. GATS should also be aware of their surroundings while discussing medical records. GATS should never talk to anyone other than those individuals associated to the ATP or clinical site about a patient's condition. Never answer any questions concerning the status or medical care of a patient. Direct them to a staff or ATP faculty member.

GATS are responsible for maintaining the confidentiality of any PHI you are exposed to during clinical experience hours. This requirement is mandated by numerous laws and organizations, specifically the Health Insurance Portability and Accountability Act of 1996 (HIPAA). Release or discussion of PHI is absolutely prohibited without the permission of the patient and GATS supervising preceptor (or other supervising medical personnel). Failure to adhere to these standards can result in severe penalties of either civil or criminal nature.

Possible penalties for violation of patient confidentiality:

1. Dismissal from the ATP
2. Criminal fines and/or jail time
3. Civil penalties of a monetary nature

FERPA Policy

The privacy of student education records is protected by the Family Educational Rights and Privacy Act (FERPA). GATS are responsible for maintaining the confidentiality of student's educational record you are exposed to during clinical experience hours. Release or discussion of student's protected educational records is absolutely prohibited without the permission of the parents or eligible students and GATS supervising preceptor (or other supervising personnel). Failure to adhere to these standards can result in severe penalties of either civil or criminal nature.

Possible penalties for violation of patient confidentiality:

1. Dismissal from the ATP
2. Criminal fines and/or jail time
3. Civil penalties of a monetary nature

Alcohol, Drugs, and Tobacco Policy

The use of alcohol and drugs is strictly prohibited while on duty or traveling with a team, regardless of age. If a member of the staff or ATP faculty feels that a GATS is under the influence of alcohol and/or drugs, the student will be dismissed for the day. If there is a second incidence, the GATS will be referred to counseling and will be relieved of responsibilities until the GATS demonstrates that he/she is following through on a course of counseling. A third incidence will be grounds for dismissal. (Refer to Disciplinary Policy).

Tobacco in any form is not permitted at any clinical or affiliate site, or during supervised treatment and/or rehabilitation. It is against the NCAA guidelines and will not be permitted.

Non - Discrimination Policy

In compliance with University policy, the ATP does not discriminate on the basis of race, sex, national origin, handicap, religion, age, or sexual orientation. It is the policy of the ATP to extend these principles into our daily work. All coaches, staff, and patients must be treated under these same conditions. In addition, if a GATS feel that he/she has been discriminated against, or have witnessed discrimination please notify a member of the ATP faculty immediately.

Active Communicable Disease Policy

Students with illnesses are required to see a physician or nurse practitioner to determine if the illness is actively communicable. Students with active communicable diseases (e.g., influenza) are not permitted to participate in patient care, or in any clinical experience until cleared in writing by a physician or nurse practitioner.

Sanitation Precautions/Procedures

Standard Precautions are the minimum infection prevention practices that apply to all patient care, regardless of suspected or confirmed infection status of the patient, in any setting where healthcare is delivered. Standard Precautions include:

1. Hand hygiene.
2. Use of personal protective equipment (e.g., gloves, masks, eyewear).
3. Respiratory hygiene / cough etiquette.
4. Sharps safety (engineering and work practice controls).
5. Safe injection practices (i.e., aseptic technique for parenteral medications).
6. Sterile instruments and devices.
7. Clean and disinfected environmental surfaces.

Per the Centers for Disease Control and Prevention, hand hygiene is the most important measure to prevent the spread of infections among patients and health care professionals. For routine examinations and nonsurgical procedures, use water and plain soap (hand washing) or antimicrobial soap (hand antisepsis) specific for health care settings or use an alcohol-based hand rub prior to and following interaction with each patient. Although alcohol-based hand rubs are effective for hand hygiene in health care settings, soap and water should be used when hands are visibly soiled (e.g., dirt, blood, body fluids).

Sexual Harassment Policy

The ATP follows the University's system-wide commitment to "eliminate sexual harassment. Sexual harassment is a form of sex discrimination. It is the policy of the University of Hawai'i that harassment based on sex is prohibited and will not be tolerated in any part of the University's programs, activities, or employment." Any action deemed as, construed as, or pertaining to sexual harassment as defined by The University Office of the Gender Equity by any student in the ATP will result in referral to The University Student Conduct Committee for appropriate action and possible removal from the program. Any form of sexual harassment will not be tolerated. Please notify a member ATP faculty if an GATS feels that he/she have been harassed or have witnessed sexual harassment. In the case of sexual harassment, a student has the right to pursue the equal employment opportunity grievance procedure for redress. For more information, contact the [Office of the Gender Equity](#).

Professional Relationship Policy

Relationships with all ATP faculty, staff, coaches, and patients should remain professional and respectful at all times. Under no condition should the relationship become "friendly" and lead to "dating" or any other personal/intimate relationship. GATS should inform PD and CEC if GATS is in relationship with anyone including athletes that are associated with the ATP prior to be enrolled in the program.

- **GATS and ATP Faculty** - The ATP faculty are GATS immediate supervisors. GATS will be responsible to them at all times during the completion of the clinical education assignment, even at off-campus clinical sites and affiliate sites.
- **GATS and preceptor** - GATS should always treat other and the assigned preceptor with respect and dignity. The preceptor should be available at all times during GATS clinical education Assignments and should continuously review and evaluate clinical proficiencies. The relationship should remain professional, but there should be an open line of communication

throughout the experience. The GATS should learn to trust and respect the preceptor, and the preceptor should learn the capabilities of the ATS, always applying challenging skills and increasing student responsibilities appropriately.

- **GATS and Physicians** - GATS will have a wonderful opportunity to know, and work with, numerous physicians and other medical specialists. GATS can learn a great deal by observing and listening to them as they evaluate and treat patients. GATS should ask questions during appropriate times. If GATS are called upon to report to the doctors, be sure to give them detailed information and follow their orders immediately and efficiently.
- **GATS and Coaches** - GATS will most likely make the most of the experience if GATS learn to get along with coaches, but the relationship should remain professional. Any problems GATS encounter can and should be discussed freely with ATP Director and the preceptor. Do not let the coaching staff force a GATS into a situation where the students are compromising an athlete's safety. The ATP will always defend a GATS decisions when they are made with the athlete's safety as the main concern.
- **GATS and Patients** - As an aspiring athletic trainer, the GATS should take pride in his/her ability to motivate patients concerning return to competition or work. Athletic trainers are often great motivators because they develop a working relationship with their patients very early in the process, often before an injury even occurs. It will be to the GATS benefit to use the athletic trainer-patient relationship to maintain trust and respect. **Relationships with athletes and patients must remain professional and therefore "dating" or any other personal/intimate relationship is not permitted.**

Athletic Training Facility Maintenance Policy

- The athletic training clinics are designated medical facilities and should be maintained as such. Treatment areas, surfaces, floors, modalities, and workspace should be kept clean at all times.
- Report any equipment malfunctions to a staff or ATP faculty member and remove it from use if a potential for harm is evident.
- Keep supplies adequately stocked. Please notify the appropriate personnel from the clinical site or affiliate site when supplies are needed.
- Properly shut down any electrical modality or equipment that may have been used (Biodex, Trazer, electrical stimulation, ultrasound) at the end of the day.
- Leave the clinics neat, clean, and organized at the end of the day.
- Electrical equipment should be wiped down with a dry towel. Treatment surfaces (chairs, treatment tables, exercise equipment) should be cleaned with an acceptable OSHA cleaner (Biozide, Virahol, etc.).

Care of Athletic Injury Policy

GATS in the Clinical Setting are an outreach of the ATC and must use prudent judgment when caring for athletic injuries. GATS must:

- Never leave the athletic training clinic unattended, especially during the operational hours. If GATS must leave, the door must be closed and locked. No patient should be allowed in the athletic training clinic without an athletic trainer present.
- GATS should use only those modalities with which they have been instructed and evaluated on. At no time should GATS use any modality that is prohibited by state law or that GATS have not sufficiently been trained and evaluated.
- Standard treatment practices should be followed. GATS should confer regularly with the preceptor concerning evaluation and rehabilitation program initiation and implementation.
- Athletic training students should not make clinical decisions without conferring with their preceptor.
- Maintain a professional demeanor at all times when treating patients.

Universal Precautions/Blood Borne Pathogens Exposure Policy

- As part of the Blood Borne Pathogens requirement (see Section II: Admissions Requirements), UH GATS are required to complete OSHA Blood Borne Pathogen/ Hazardous Material training prior to any Clinical Experiences. Universal precautions must be utilized whenever GATS suspect bodily fluids to be present. Each athletic training facility has policies regarding blood borne pathogens and proper handling, disposal, and cleaning procedures. If there are no written policies, or additional information is needed, please refer to the Clinical Site Athletic Training Manual for proper policies and procedures concerning blood borne pathogens.
- When contamination occurs, there must be written notification followed by notice to the ATP faculty. Contamination can be considered any bodily fluid passed through open wounds or other orifices.
- For further discussion on contamination procedures and other points related to blood borne pathogen concerns please refer to the Clinical Site Athletic Training Manual.

Withholding of Care and Patient Discrimination Policy

Policies and Principles of the NATA and its Code of Ethics signify that it is unethical to discriminate patients on the basis of medical conditions.

Disciplinary Policy

The following procedures are put into place to help ensure the smooth operation of the UH ATP and to provide understanding to all parties involved of the expectations for the GATS. These procedures are applicable to disciplinary issues, ATP policies, academic standards, and university policies. Violation of rules and regulations may be deemed as either a minor offence or a major offence. Disciplinary actions due to violations of above policies are considered cumulative in nature.

Minor offences may include, but are not limited to, dress code violations, tardiness to clinical education experiences or failure to complete required documentations. Accumulation of three minor offences within a level will result in the GATS moving to the next disciplinary level.

Major offences may include, but are not limited to, failure to attend assigned clinical educational experience, insubordination, failure to perform duties in a professional manner or violation of UH policies. GATS will be subject to disciplinary action taken by the ATP disciplinary procedures listed below. With each consecutive offence the GATS will move up a level.

1) Disciplinary level one: For each minor offense or major offense, the GATS will receive a verbal warning from the instructor of record, preceptor, or athletic training staff member. The warning should include the offense and a discussion regarding the resolution of the stated problems. The warning should be documented and filed in GATS portfolio.

2) Disciplinary level two: if the GATS has a fourth minor offense or a second major offense he/she will receive a written notice and be required to attend a meeting with the ATP Director and CEC. During the meeting, the GATS will be given the chance to express his/her interpretations/concerns of the violation(s). After hearing all relevant evidence, a decision will be rendered as to the type of disciplinary action, if applicable. In the event of disciplinary action, notification will be given to the Chair of the KRS. The ATP Director reserves the right to inform appropriate personnel/offices on campus. If disciplinary action is taken, the GATS has the right to appeal.

3) Disciplinary level three: on the seventh minor offense or the third major offense the GATS will be immediately dismissed from UH ATP.

Please note that each case will be dealt with on an individual bases and some violations may warrant a first offense failing under disciplinary level two or three. If an GATS is in violation of the University's policies, he/she will be referred to the appropriate authorities.

Adapted from: *Gardner Webb University Athletic Training Program Manual 2014-2015*. Accessed on June 28, 2016.

Grievance Policy

Any student wishing to file a grievance must do so in writing to the **ATP Director**. A meeting will be arranged with the ATP Director, and if necessary with all parties involved attempting to resolve the grievance. If there is no resolution after the meeting, then it will be referred to the Chair of the Department of KRS. If the grievance involves the ATP Director then it should be reported directly to the KRS Department Chair. The student should consult the following:

- The University of Hawaii [Grade Appeals Policy](#)
- If the KRS Department Chair determines that additional grievance procedures are necessary, the [Graduate Division Grievance Procedure](#) will be followed.
- Fairness and accommodations grievances are handled through the [Equal Employment Opportunity and Affirmative Action](#) (EEO/AA) Office.
- Students might also consider contacting the UH Ombuds Office. The main role of the [UH Ombuds Office](#) is to provide confidential, impartial, informal assistance to faculty, students, and staff.

Guidance Policy

Students who require counseling or referral for problems that may interfere with program progression have several options available. The first step is to communicate with the ATP Director regarding issues that may inhibit progress. The Program Director will work with the GATS to develop strategies that may aid in the successful continuation in the ATP.

- Students requiring additional support may utilize the [UH Counseling and Student Development Center](#). The Center is a university service that provides a variety of counseling and testing services for students and uses a holistic approach to promote wellness and personal success. The services are confidential and free of charge for Manoa students. The Center is located on the third floor of the Queen Lili'uokalani Center for Student Services, at the heart of the Manoa campus.
- Students with documented learning disabilities can receive assistance through the [UH Kokua Program](#). The Kokua ("help" in Hawaiian) Program provides disability access services to individuals on a case by case basis, and students are not charged for these services. A student's disability status is considered confidential information and is only disclosed to faculty with the student's permission. The Kokua program works with the respective instructors to make appropriate accommodations for students.

APPENDIX A
NATA Code of Ethics

NATA Code of Ethics Revised 2018

Preamble

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

1. MEMBERS SHALL PRACTICE WITH COMPASSION, RESPECTING THE RIGHTS, WELL-BEING, AND DIGNITY OF OTHERS

- 1.1 Members shall render quality patient care regardless of the patient's race, religion, age, sex, ethnic or national origin, disability, health status, socioeconomic status, sexual orientation, or gender identity.
- 1.2. Member's duty to the patient is the first concern, and therefore members are obligated to place the well-being and long-term well-being of their patient above other groups and their own self-interest, to provide competent care in all decisions, and advocate for the best medical interest and safety of their patient at all times as delineated by professional statements and best practices.
- 1.3. Members shall preserve the confidentiality of privileged information and shall not release or otherwise publish in any form, including social media, such information to a third party not involved in the patient's care without a release unless required by law.

2. MEMBERS SHALL COMPLY WITH THE LAWS AND REGULATIONS GOVERNING THE PRACTICE OF ATHLETIC TRAINING, NATIONAL ATHLETIC TRAINERS' ASSOCIATION (NATA) MEMBERSHIP STANDARDS, AND THE NATA CODE OF ETHICS

- 2.1. Members shall comply with applicable local, state, federal laws, and any state athletic training practice acts.
- 2.2. Members shall understand and uphold all NATA Standards and the Code of Ethics.
- 2.3. Members shall refrain from, and report illegal or unethical practices related to athletic training.
- 2.4. Members shall cooperate in ethics investigations by the NATA, state professional licensing/regulatory boards, or other professional agencies governing the athletic training profession. Failure to fully cooperate in an ethics investigation is an ethical violation.
- 2.5. Members must not file, or encourage others to file, a frivolous ethics complaint with any organization or entity governing the athletic training profession such that the complaint is unfounded or willfully ignore facts that would disprove the allegation(s) in the complaint.
- 2.6. Members shall refrain from substance and alcohol abuse. For any member involved in an ethics proceeding with NATA and who, as part of that proceeding is seeking rehabilitation for substance or alcohol dependency, documentation of the completion of rehabilitation must be provided to the NATA Committee on Professional Ethics as a requisite to complete a NATA membership reinstatement or suspension process.

3. MEMBERS SHALL MAINTAIN AND PROMOTE HIGH STANDARDS IN THEIR PROVISION OF SERVICES

3.1. Members shall not misrepresent, either directly or indirectly, their skills, training, professional credentials, identity, or services.

3.2. Members shall provide only those services for which they are qualified through education or experience and which are allowed by the applicable state athletic training practice acts and other applicable regulations for athletic trainers.

3.3. Members shall provide services, make referrals, and seek compensation only for those services that are necessary and are in the best interest of the patient as delineated by professional statements and best practices.

3.4. Members shall recognize the need for continuing education and participate in educational activities that enhance their skills and knowledge and shall complete such educational requirements necessary to continue to qualify as athletic trainers under the applicable state athletic training practice acts.

3.5. Members shall educate those whom they supervise in the practice of athletic training about the Code of Ethics and stress the importance of adherence.

3.6. Members who are researchers or educators must maintain and promote ethical conduct in research and educational activities.

4. MEMBERS SHALL NOT ENGAGE IN CONDUCT THAT COULD BE CONSTRUED AS A CONFLICT OF INTEREST, REFLECTS NEGATIVELY ON THE ATHLETIC TRAINING PROFESSION, OR JEOPARDIZES A PATIENT'S HEALTH AND WELL-BEING.

4.1. Members should conduct themselves personally and professionally in a manner that does not compromise their professional responsibilities or the practice of athletic training.

4.2. All NATA members, whether current or past, shall not use the NATA logo or AT logo in the endorsement of products or services, or exploit their affiliation with the NATA in a manner that reflects badly upon the profession.

4.3. Members shall not place financial gain above the patient's well-being and shall not participate in any arrangement that exploits the patient.

4.4. Members shall not, through direct or indirect means, use information obtained in the course of the practice of athletic training to try and influence the score or outcome of an athletic event, or attempt to induce financial gain through gambling.

4.5. Members shall not provide or publish false or misleading information, photography, or any other communications in any media format, including on any social media platform, related to athletic training that negatively reflects the profession, other members of the NATA, NATA officers, and the NATA office.

Retrieved from the [NATA Code of Ethics](#) website. Accessed on Jan 125, 2022.

APPENDIX B
STUDENT TEXTBOOK AND SUPPLY LISTS

**University of Hawaii Professional Athletic Training Program
Board of Certification, Inc. Exam References and Required Textbooks
updated 07-03-14**

Required Textbook for AT Core courses:

- Principles of Athletic Training; Prentice, McGraw-Hill
- Introduction to Athletic Training; Hillman, Human Kinetics
- Management Strategies in Athletic Training; Ray, Human Kinetics
- Examination of Orthopedic and Athletic Injuries; Starkey, FA Davis
- Trail Guide to the Body; Biel, Books of Discovery
- Physical Examination of the Spine and Extremities; Hoppenfeld, Prentice Hall
- Therapeutic Exercise for Musculoskeletal Injuries; Hoglum, Human Kinetics
- Therapeutic Modalities for Musculoskeletal Injuries; Denegar, Human Kinetics
- Therapeutic Modalities for Sports Medicine and Athletic Training, Prentice, McGraw-Hill
- Examination of Musculoskeletal Injuries; Shultz, Human Kinetics
- Clinical Skills Documentation Guide for Athletic Training; Amato, SLACK
- General Medical Conditions in the Athlete, Cuppett & Walsh; Elsevier-Mosby

For BOC Exam Preparation:

- BOC Exam Candidate Handbook from: <http://bocatc.org/>
- Study Guide for the Board of Certification, Inc. Entry-Level Athletic Trainer Certification Examination, 4th Ed. FA Davis; Rozzi, Futrell, & Kleiner
- Athletic Training Exam Review, Van Ost, Manfre, and Lew, Slack, Inc
- McGraw-Hill access to E-Sims: <http://www.mhhe.com/hper/esims/main.html> (from Arnheim text)

**University of Hawaii Professional Athletic Training Program
Athletic Training Student Supply List**

Students must have the following supplies (or similar) by the first day of UH FB summer camp. We recommend ordering supplies online through Medco Sports Medicine (<http://www.medco-athletics.com/>) and having the items shipped to UH care of (c/o) the Program Director.

- Fanny pack
- CPR Pocket mask
- Bandage scissors

APPENDIX C
VERIFICATION/WAIVER FORMS



CAATE

STUDENT WAIVER FORM

Date: _____

Name: _____

Student I.D.: _____

Institution: UNIVERSITY OF HAWAII, MĀNOA,
PROFESSIONAL ATHLETIC TRAINING PROGRAM

I, _____, give permission for the members of the CAATE
(Print student's first and last name)

Evaluation Team to view my personal academic file relating to the athletic training program.
I understand that this viewing will be for informational purposes only and that my confidentiality will
be maintained.

Student Signature

Date:

Witness Signature

Date:



BOARD OF CERTIFICATION (BOC)

RELEASE OF INFORMATION FORM

I, _____, authorize the BOC to release information
(Print student's first and last name)

regarding my exam to Dr. Kaori Tamura, the Program Director of the
(Program Director)

University of Hawaii, Mānoa, Graduate Athletic Training Education Program.
(Name of Institution)

Student's Signature

Date



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PROFESSIONAL ATHLETIC TRAINING PROGRAM

OATH OF CONFIDENTIALITY FORM

I _____, understand that as an athletic
(Print student's first and last name)

training student enrolled in the University of Hawaii (UH) Professional Athletic Training Program (ATP), I may be required to have access to and may be involved in the processing of UH student-athlete or other student-athlete protected health and personal information. Included in this information may be information relative to a student-athletes' medical condition, treatment and rehabilitation, other medical conditions and any other information that is not considered public knowledge. I understand that I have an obligation to maintain the confidentiality of such information at all times, while engaged in my clinical educational experiences and when not. I understand that violation of these considerations may result in disciplinary action, including removal from the UH ATP. Furthermore, I understand that as a graduate athletic training student, I have a responsibility to uphold the NATA Code of Ethics and BOC Standards of Professional Practice as outlined by the National Athletic Trainers' Association.

I certify by my signature below that I have:

1. Read and understand the UH ATP Medical Record Keeping Policy and the HIPAA and Medical Confidentiality Policy, and
2. Read and understand the NATA Code of Ethics and BOC Standards of Professional Practice
3. Participated in the in-service orientation session given on _____
(date) concerning the confidentiality and privacy considerations of the UH ATP.

Signature

Date



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PHOTO RELEASE FORM

Permission to Record, Broadcast and/or Publish Electronic Sound or Image**

The following release form is a document of understanding regarding permission to display or broadcast an individual's image or work by or through the University of Hawai'i, College of Education and its various projects and endeavors. My signature on this form acknowledges my agreement with the terms below. I hereby give my permission to the University of Hawai'i, College of Education to record and display, electronically or otherwise:

(Print student's first and last name)

I understand that any recordings will be used exclusively for educational purposes and to promote University of Hawai'i programs, which may include open-circuit (broadcast), closed-circuit, cable television transmission, DVD/CD distribution and/or Internet and Web publication within or outside of the State of Hawai'i in perpetuity and that the College of Education will hold the copyright of the resulting recordings and all ancillary materials.

I also understand that there will be no financial or other remuneration for recording me, either for initial or subsequent transmission, distribution or playback, and that the University of Hawai'i, is not responsible for any expense or liability incurred as a result of my participation in this recording, including medical expenses due to any sickness or injury incurred as a result.

The College of Education may use my name, likeness and/or bibliographical identification for publicizing and promoting the use of these recordings and to further the development of the project.

Signature: _____ Date _____

** Note: this release allows us to take photos in class for brochures, ads, projects, and other uses related to the functioning of the College.



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PROFESSIONAL ATHLETIC TRAINING PROGRAM

**HEALTH CLEARANCE AND
TECHNICAL STANDARDS FORM**

Includes Medical History, Physical Examination, Immunization Record, and Health Insurance Verification

Patient Information

Patient Name: _____	Date of Birth: _____
Local Address: _____	Cell Phone: _____
Local Emergency Contact Name: _____	Relationship: _____
Local Address: _____	Cell Phone: _____
Emergency Contact Name: _____	Relationship: _____
Address: _____	Cell Phone: _____

Technical Standards

The Professional Athletic Training Program (ATP) at the University of Hawaii at Manoa is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. The following abilities and expectations must be met by all students admitted to the ATP. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, participation in the ATP may be denied. For information regarding the University's policies on accommodations for students with disabilities, please contact the KOKUA Program at 956-7511.

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

Participants in the ATP must demonstrate the following **Technical Standards**:

1. The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.
2. Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.
3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.

4. The ability to record the physical examination results and a treatment plan clearly and accurately.
5. The capacity to maintain composure and continue to function well during periods of high stress.
6. The perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced.
7. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
8. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Participants in the ATP will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards.

Physician Assessment

Please check all applicable:

<input type="checkbox"/>	Medical History was completed	<input type="checkbox"/>	Physical Examination was completed
<input type="checkbox"/>	NO Significant Medical Problems at this time	<input type="checkbox"/>	NO evidence of communicable disease at this time
<input type="checkbox"/>	Patient is medically cleared to participate in Athletic Training Education Program	<input type="checkbox"/>	Patient does NOT require accommodations in duties described above
Comments/ Recommendations:			

Physician Name: _____	Phone: _____
Address: _____	

 Signature of Examiner

 Date

Statement for students NOT requiring accommodations

The KOKUA Program will evaluate a student who states he/she could meet the program's technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws.

If a student states he/she can meet the technical standards with accommodation, then the University will determine whether it agrees that the student can meet the technical standards with reasonable accommodation; this includes a review of whether the accommodations requested are reasonable, taking into account whether the accommodation would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all coursework, clinical experiences and internships deemed essential to graduation.

I certify that I have read and understand the technical standards for selection to the ATP at the University of Hawaii at Manoa, and I believe to the best of my knowledge that I meet each of these standards without accommodation. I understand that if I am unable to meet these standards admission to the ATP may be denied.

Printed Name of Student Date

Signature of Student Date

Alternative statement for students requesting accommodations (do NOT sign unless you need accommodations).

I certify that I have read and understand the technical standards of selection listed above and I believe to the best of my knowledge that I can meet each of these standards with certain accommodations. I will contact the KOKUA Program to determine what accommodations may be available. I am also aware that accommodations determined by the KOKUA Program must be mutually agreed upon by the ATP. I understand that if I am unable to meet these standards with or without accommodations, or such accommodations are not mutually agreeable by the ATP, admission to the ATP may be denied.

Printed Name of Student Date

Signature of Student Date

**THE UNIVERSITY OF HAWAII
PROFESSIONAL ATHLETIC TRAINING PROGRAM**

HEALTH INSURANCE VERIFICATION

Patient Information

Patient Name: _____	Date of Birth: _____
Local Address: _____	Cell Phone: _____
Health Insurance Company	Company Phone: _____
Address	Subscriber Number: _____
Subscriber Name	Group Number: _____
Type of Plan	Period of Coverage: _____

I understand that I must provide proof of my health insurance coverage annually to the UH ATP Director and that primary health insurance is required throughout my enrollment in the Program as described in the Operational Policies Manual.

Student Signature _____ Date _____

Please attach a **copy of the front and back** of your insurance card to this form.

**THE UNIVERSITY OF HAWAII
PROFESSIONAL ATHLETIC TRAINING PROGRAM**

MEDICAL HISTORY AND PHYSICAL EXAMINATION FORM

INSTRUCTIONS:

1. A medical history and physical exam is required. Transfer or re-entering students must also meet this requirement.
2. The student must provide all information requested in the Medical History section.
3. Immunizations and tuberculin skin tests must be completed and/or updated as necessary.
4. Proof of Immunizations (including HBV) must be presented to the University Health Services. TB skin test will be administered at the clinic.
5. Complete and have physician sign Health Clearance Form, Technical Standards Form, and Immunization Record (from website) and submit to the ATP.
6. Completed Medical History and Physical Examination Form are to be kept by University Health Services (NOT the ATP).

ALL STUDENT HEALTH REQUIREMENT RECORDS ARE MAINTAINED BY THE UNIVERSITY HEALTH SERVICES.

NAME: _____ DATE: _____

STREET ADDRESS: _____

CITY: _____ STATE: _____ ZIP: _____

PHONE #: _____ BIRTH DATE: _____ GENDER: _____

DATE OF LAST PHYSICAL EXAM: _____

MEDICAL HISTORY (Completed by Student)

Please check whether or not you now have or have had any of the following:

Condition:

Allergy

- Yes
 No

Describe: _____

Emotional Disorders

- Yes
 No

Describe: _____

Hearing/Vision Impaired

- Yes
 No

Describe: _____

Heart Problem

- Yes

Describe: _____

Migraine

- Yes
 No

Describe: _____

Diabetes Mellitus

- Yes
- No

Describe: _____

Kidney Disease

- Yes
- No

Describe: _____

Tuberculosis

- Yes
- No

Describe: _____

Other (please list)

- Yes
- No

Describe: _____

PHYSICAL EXAM (Completed by MD, DO, PA, or NP)

Height _____ Weight _____ B/P _____ Pulse _____ Vision Screening _____

Indicate any abnormal findings:

HEENT _____

Cardiac _____

Pulmonary _____

Breast/Genitalia _____

Abdomen _____

GU _____

Rectal (optional) _____

Musculoskeletal _____

Neurological _____

Does this student require any follow-up health supervision? Yes _____ No _____

If so, what do you recommend? _____

Healthcare Provider Use Only

Cleared for clinicals: Yes _____ No _____

Signature _____ Date _____

Form must be submitted to University Health Services, NOT to the ATP.



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PROFESSIONAL ATHLETIC TRAINING PROGRAM
OPERATIONAL POLICIES MANUAL
VERIFICATION FORM

The Operational Policies Manual is provided to the GATS and Preceptor/Adjunct Faculty to help guide the Professional Education and Clinical Education Programs. This document should be reviewed once a year with a member of the ATP faculty present. Please indicate your understanding and agreement with the operational policies as described in this document by signing below. Your signature will also indicate that a member of the ATP faculty reviewed this manual and was physically present for questions. Finally, your signature will indicate that you understand the professional and ethical expectations of the Program as described in the Operational Policies Manual and will abide by the guidelines provided. Any breach of conduct as described in this document will result in a disciplinary action by the Program.

By signing below, I acknowledge I have read the NATA Code of Ethics and the BOC Standards of Practice and I will abide by these documents in all my actions and behaviors.

Section IV of the Manual, the Clinical Education Plan Requirements, is provided to clearly state the guidelines related to Clinical Assignments and proficiency examination. Your signature indicates that a member of the ATP faculty was physically present to answer questions and review this document. Your signature also indicates that you understand the responsibilities of an Athletic Training Student and associated limitations as they relate to patient care. Any breach of conduct that is not brought to the attention of the ATP faculty will result in disciplinary action.

Please sign and submit this form within 1 week of the beginning of the academic year.

Name of student (please print) _____

Signature _____ Date _____