



Master of Athletic Training Student Handbook

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INTRODUCTION

The University of Northern Iowa Department of Kinesiology & Athletic Training offers a professional master of athletic training degree (M.ATR.) which is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The Master of Athletic Training degree is designed to prepare students to become athletic trainers. It prepares students for the Board of Certification Examination as well as eligibility for state credentialing in athletic training.

Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed. No exceptions will be made.

This degree is offered on the non-thesis option. Acceptable non-thesis projects include critically appraised topics, interrelated series of research proposals, conducting an empirical study, or a problem-based analysis of the literature, each of which require an extensive writing component.

A minimum of 54 semester credit hours is required. The non-thesis option requires 3 hours of AT 6299. A minimum of 21 semester hours at the 6000-level is required.

The purpose of this handbook is to inform you of the policies and procedures of our program. You are strongly encouraged to read this handbook several times each year. By reading this handbook you will continue to be familiar with the roles and responsibilities that you have as an athletic training student, as well as decrease the chance of violating the policies and procedures. Once you have read and understood this information, please sign the Policy and Procedure Commitment Form, available in ATrack.

In addition to this handbook, athletic training students must also read and be familiar with the policies, procedures, and resources provided by the University of Northern Iowa and UNI [Division of Graduate Studies](#).

Please note that policies and procedures are subject to change at any time.

UNIVERSITY OF NORTHERN IOWA VISION STATEMENT

We serve the public good through equitable and inclusive excellence in teaching and learning, scholarship, and service.

UNIVERSITY OF NORTHERN IOWA MISSION STATEMENT

The University of Northern Iowa creates, empowers, and innovates to enrich Iowa and beyond.

COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES VISION STATEMENT

We will be a diverse and inclusive community of teachers, scholars, learners, leaders, and engaged citizens who will work to understand human behaviors, structures, and institutions, past and present, in order to address global social and environmental issues.

COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES MISSION STATEMENT

Through intentional and active learning experiences at UNI and within the large community, students, faculty, and staff will tap into our diversity, depth, and breadth to create innovative and transformative ways of learning, engagement, teaching, and scholarship.

SCHOOL OF HEALTH & HUMAN SCIENCES VISION STATEMENT

Empowering students to make a positive impact on the health and well-being of individuals, families and communities in Iowa and beyond.

SCHOOL OF HEALTH & HUMAN SCIENCES MISSION STATEMENT

We prepare tomorrow's health and human science professionals for high-demand careers by creating collaborative and inclusive learning environments, developing and delivering innovative and evidence-based practice, and promoting ethical standards of care. We offer community-centered and hands-on learning experiences to empower the next generation of impactful leaders.

UNI ATHLETIC TRAINING PROGRAM MISSION, OUTCOMES, & OBJECTIVES MISSION STATEMENT

The mission of the University of Northern Iowa Master of Athletic Training Program is to prepare students to become BOC certified athletic trainers and to obtain employment that will allow them to make significant contributions as a health care professional. The curriculum will include didactic and clinical experiences that will focus on the Curricular Content of the 2020 CAATE Accreditation Standards.

PROGRAM OUTCOMES

Outcome 1: Graduates will have the ability to apply best practice knowledge to profession specific contexts.

Goal 1: Students demonstrate the ability to evaluate, apply, and design best practice for professional contexts within the discipline.

Goal 1a: The average score will be at the proficient level of achievement (score of 2) in each dimension assessed (Theoretical Understanding of Concepts, Argumentation, and Application).

Goal 1b: 75% of the students will be at the proficient level of achievement (score of 2) in Theoretical Understanding of Concepts, Argumentation, and Application.

Goal 2: Students will report that the program improved their ability to evaluate, apply, and design best practice for professional context within the discipline.

Goal 2a: 75% of students will report improved ability to design best practices for professional context in the exit survey.

Goal 2b: 75% of students will report high relevancy and satisfaction with the knowledge acquired in the program in the alumni survey.

Outcome 2: Graduates will have the ability to conduct research and demonstrate critical thinking in the process of integrating and drawing relevant conclusions from the culminating research project.

Goal 1: Students will demonstrate the ability to interpret, summarize, integrate, and draw relevant conclusions and applications based on relevant research findings.

Goal 2: Students will report that the program improved their ability to interpret, summarize, integrate, and draw relevant conclusions and applications based on relevant research findings.

Outcome 3: Graduates will display competence in verbal, written, and/or visual communication, as appropriate for their discipline.

Goal 1: Students will demonstrate competence in oral communication.

Goal 2: Students will demonstrate competence in written communication.

ACCREDITATION STATUS

The University of Northern Iowa's Athletic Training Program was initially accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) on October 19, 2001 through July 1, 2006. Effective July 1, 2006, existing CAAHEP accredited programs were transitioned to the new accrediting agency, the Commission on Accreditation of Athletic Training Education (CAATE). The program was granted transitional accreditation to the master of athletic training program in April of 2018. The program underwent reaccreditation procedures in 2025-2026 and was awarded the maximum accreditation period of 10 years. The program will undergo reaccreditation procedures in 2035-2036.

PERSONNEL & RESPONSIBILITIES

The Athletic Training Program consists of administration, faculty athletic trainers, preceptors, team physicians, consulting medical specialists, and graduate assistants.

Kinesiology & Athletic Training Department Head

The head of the department of Kinesiology & Athletic Training directly oversees the development and evaluation of the Athletic Training Program, as well as all other athletic training faculty and staff.

Athletic Training Program Director

The Athletic Training Program Director is responsible for the day-to-day operation, coordination, supervision, and evaluation of all aspects of the Athletic Training Program. The program director reports to the head of the department of Kinesiology & Athletic Training.

Athletic Training Director of Clinical Education

The director of clinical education is responsible for the administration and management of the clinical education and clinical experience components of the athletic training program. The director of clinical education reports directly to the head of the department of Kinesiology & Athletic Training.

Director of Athletic Training Services

The Director of Athletic Training Services is responsible for overseeing all the athletic training services at the University of Northern Iowa. The Director of Athletic Training Services reports to the Dean of the College of Social & Behavior Sciences.

Athletic Training Faculty

The athletic training faculty members are employed by the department of Kinesiology & Athletic Training and teach within the AT Program. The faculty assists the program director in the day-to-day operation of the program.

Instructors

The University of Northern Iowa employs staff athletic trainers within the department of intercollegiate athletics. These athletic trainers are also employed by the department of Kinesiology & Athletic Training as instructors within the Athletic Training Program.

Preceptors

Preceptors supervise and engage students in clinical education. All preceptors must be licensed health care professionals and be credentialed by the state in which they practice. Preceptors who are athletic trainers are state credentialed (in states with regulation), certified, and in good standing with the Board of Certification. A preceptor's licensure must be appropriate to their profession. Preceptors must not be currently enrolled in the professional athletic training program at the institution. Preceptors function to supervise, instruct, and mentor students during

clinical education. Preceptors who are athletic trainers or physicians assess students' abilities to meet the curricular content standards.

Director of General Medicine

The director of general medicine advises the athletic training program director in the education of athletic training students, particularly regarding general medicine. They are directly involved in the athletic training student's education by frequently interacting with the students through activities such as clinical experience, guest lectures, as well as through other means as opportunities arise.

Director of Orthopedic Medicine

The director of orthopedic medicine advises the athletic training program director in the education of athletic training students, particularly regarding orthopedic medicine. They are directly involved in the athletic training student's education by frequently interacting with the students through activities such as guest lectures, surgical observations, as well as through other means as opportunities arise.

Athletic Training Students

Athletic training students are those students who have been accepted into the Master of Athletic Training program.

ATHLETIC TRAINING FACULTY AND STAFF CONTACT INFORMATION

Athletic Training Program
University of Northern Iowa
2351 Hudson Rd.
003 HPC
Cedar Falls, IA 50614-0244

Name	Email
Frank Baker, MA, ATC Wrestling Athletic Trainer	frank.baker@uni.edu
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Mark Hecimovich, PhD, ATC Assistant Professor	mark.hecimovich@uni.edu
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Megan Maly, MAT, ATC Volleyball Athletic Trainer	megan.maly@uni.edu
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Kelli Snyder, EdD, ATC Program Director	kelli.snyder@uni.edu
Maddie Tobler, MS, ATC Track & Field/Cross Country Athletic Trainer	toblemaa@uni.edu
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Meghan Ward, MS, ATC Football Athletic Trainer	meghan.peacock@uni.edu

MASTER OF ATHLETIC TRAINING STUDENT PROJECTED EXPENSES
Class of 2028

Annual Student Expenditures	Cost	Payment Due Date
Fall/Spring Graduate Tuition & Fees (Iowa resident)	~\$12,305.00*	Contact financial aid office for assistance
Summer Graduate Tuition (Iowa resident, Summer 2026)	~\$3,780.75*	Contact financial aid office for assistance
Program Fee Year 1	\$638	Contact financial aid office for assistance
Program Fee Year 2	\$718	Contact financial aid office for assistance
Immunizations and TB test, as necessary	Varies based on students' medical care professional/insurance	As necessary
Textbooks	Varies based on course requirements	Each semester
Transportation to clinical experience	Varies based on locations, fuel cost, and carpooling	Each semester
Clothing and supplies	At students' discretion	Summer 2026

Items paid for with Program Fee Year 1

Criminal Background Check
 OSHA Training
 HIPAA Training
 Professional Liability Insurance Policy
 ATrack subscription
 Polo shirt and t-shirt
 Scissors, tape cutter, pen light, goniometer, stethoscope, blood pressure cuff, reflex hammer, name badge
 NATA Membership
 BOC Practice Exams (x2)

Items paid for with Program Fee Year 2

Professional Liability Insurance Policy
 NATA Membership
 BOC Practice Exams (x2)
 BOC examination

**Based on 2026-2027 Iowa resident tuition and fees. Contact the Office of Financial Aid for more detailed information.*

ADMISSION REQUIREMENTS & PROCEDURES

Application to the master of athletic training program will be facilitated by the Athletic Training Centralized Application Service ([ATCAS](#)). In addition to the application for the Master of Athletic Training program, students must also apply to the UNI [Division of Graduate Studies](#).

International Students: Please see the [Application Checklist for International Students](#).

Please have the following information ready for upload at the time of application:

Application Requirements:

Pre-Requisite Courses:

- | | |
|---|-----------|
| • BIOL 2051 General Biology: Org Diversity OR BIOL 2052 Cell Structure & Function (or equivalent) | 4 cr |
| • BIOL 1101 Principles of Anatomy & Physiology I OR BIOL 3101 Human A & P I (or equivalent) | 4 cr |
| • BIOL 1102 Principles of Anatomy & Physiology II OR BIOL 3102 Human A & P II (or equivalent) | 4 cr |
| • CHEM 1010 Principles of Chemistry OR ^CHEM 1110 General Chemistry I (or equivalent) | 4 cr |
| • ^STAT 1772 Introduction to Statistics (or equivalent) | 3 cr |
| • PHYSICS 1000 Physics in Everyday Life OR ^1511 General Physics I (or equivalent) OR KINES 3151 Biomechanics | 3 or 4 cr |
| • PSYCH 1001 Introduction to Psychology (or equivalent) | 3 cr |
- ^ Satisfactory score on ALEKS exam required for CHEM 1110, PHYSICS 1511 and STAT 1772.

Total Pre-Requisite Hours Required

25 or 26 cr

- Completed a bachelor's degree or will complete prior to beginning coursework in the Master of Athletic Training degree, or have been admitted on the 3+2 plan of study.
- Official transcript
- Interview
- Fifty (50) hours of observation of an athletic trainer.
- Three (3) letters of recommendation must be submitted on behalf of the applicant. At least one letter must be submitted by a faculty member or academic advisor.
- Cumulative grade point average of 2.75.
- Verify of meeting the Technical Standards of the UNI Athletic Training Program by uploading the signed Technical Standards form in ATCAS.
- For international students whose native language is not English, official TOEFL scores are required unless a baccalaureate degree was completed at a university or college where the primary language of instruction is English.
- Personal Statement explaining why they want to be an athletic trainer, their career goals, and the attributes they possess that will make them a successful student and athletic trainer.

Admission into the Master of Athletic Training program is competitive, therefore the following criteria shall be used for determination of acceptance:

- a. Cumulative grade point average (2.75 minimum GPA)
- b. Application materials
- c. Recommendations
- d. Personal statement
- e. Interview
- f. Athletic Training Observation with an Athletic Trainer (50 hours are required)
- g. Technical standards must be met

PROCEDURES for ACCEPTANCE of PRE-REQUISITE COURSES

- A grade of a C or better must be attained in all prerequisite courses.
- All pre-requisite courses must have been completed within last 10 years.
- Prerequisite courses must be completed at an accredited institution.
- Course descriptions or syllabi must be submitted for non-UNI pre-requisite courses.
- Applicants *may* be considered for conditional admission if any of the above criteria are not met.

PROCEDURES for TRANSFERRING FROM ANOTHER AT PROGRAM

Due to the competency-based nature of accredited athletic training programs, prospective students may transfer summer courses **only** (AT 5030, AT 5032, AT 6550) from another professional athletic training program **if deemed possible** by the program director, director of clinical education, and division of graduate studies. All applicants must meet the program prerequisite requirements and complete the application process.

ATHLETIC TRAINING PROGRAM RESEARCH REQUIREMENT

All athletic training students must complete a research project under the advisement of an athletic training faculty member in fulfillment of AT 6299.

ACCEPTANCE PROCEDURES FOR ALL APPLICANTS:

Notification of admission status: Applicants will receive a letter indicating their status no later than four weeks after completion of the application. Accepted students will have 30 days to send a letter of acceptance to the athletic training program director accepting a position within the program.

ATHLETIC TRAINING PROGRAM MATRICULATION INTO CLINICAL EXPERIENCE REQUIREMENTS

Following acceptance into the program, students must complete the following requirements **prior to beginning clinical experience:**

- Students must have two measles, mumps, and rubella (MMR) vaccinations, in accordance with [University requirements](#).
- Students must have a hepatitis B vaccination before beginning clinical experience or sign the hepatitis B waiver form.
- Students must have a TB test before beginning clinical experience.
- Students must obtain professional liability insurance.
- Students must complete Mandatory Child and Dependent Adult Abuse Reporter Training, unless the student has documentation of previous training. This training must be valid through the duration of the student's time in the athletic training program.
- Students must complete a criminal background check.
- Students must complete OSHA training.
- Students must complete HIPAA training.
- Students must obtain an ATrack membership.
- Students must complete the following forms in ATrack:
 - First Responder Form
 - Direct Supervision Policy Form
 - Communicable Disease Policy Form
 - Handbook Form
 - Authorization to Release Information Form
 - Professionalism as an Athletic Training Student Form
 - Academic Honesty Form
 - Hepatitis B Form
 - Photo Release Form
- Students must submit the following documents to ATrack:
 - Mandatory reporter training certificates
 - OSHA training certificate
 - Proof of Professional Liability Insurance
 - FERPA training certificate
 - HIPAA training certificate
 - Immunization record
 - Health insurance card
 - Criminal background check results
 - TB test results
 - NPI number (emailed to program director)
 - Emergency cardiac care/CPR card (completed during AT 5030)
- *Note: The program will assist students with completion of these processes. Professional liability insurance, criminal background check, OSHA training, HIPAA training, and ATrack membership are paid for via the Master of Athletic Training program fee. The criminal background check, OSHA training, and HIPAA training are conducted via DISA CB.
- *Note: A positive criminal background check may inhibit program progression. Final decisions will be made by the Athletic Training Program Director and the Director of Clinical Education. Appeals of such decision can be made with the Kinesiology & Athletic

Training Department Head. Students should be aware that having a criminal history may inhibit athletic training certification and/or licensure.

ATHLETIC TRAINING PROGRAM RETENTION & COMPLETION POLICY

Once accepted into the Athletic Training Program, students must achieve each of the following in order to maintain their status as an athletic training student.

****Any student who fails to meet any of the following requirements is subject to disciplinary action and potential expulsion from the UNI Master of Athletic Training Program.**

- Each student must be enrolled in the athletic training program for at least two years.
- Each student must maintain current Professional CPR and AED certifications.
- Each student must complete OSHA Training annually.
- Each student must maintain their professional liability insurance policy, the cost of which will be paid for via the Master of Athletic Training program fee. Students will schedule a meeting with the program director to renew their policy in fall of year 2.
- Each student must maintain a 3.0 GPA once admitted into the program.
- A maximum of six credits may be earned at any “C” level. Any courses for which a student receives a grade of C+, C, or C- must be retaken after the first six credits at any “C” level.
- Each first year student must complete 5 hours of athletic training experience each week.
- Each second year student must complete 7-8 hours of athletic training experience each week outside of immersive experiences (i.e., during the first 8 weeks of fall and spring semester).
- Each second year student must complete 2 immersive clinical experiences: one during weeks 10-14 of fall semester and one during the last 6-8 weeks of the spring semester.
- Each student must complete the research requirement.
- Each student must pass all curricular content standard assessments with 85% proficiency.
- Each student must receive passing clinical experience evaluations.
- Each student must complete a general medical experience.
- Each student must observe at least one surgical procedure.
- Each student must always abide by the Code of Conduct/Ethics established by the University of Northern Iowa, National Athletic Trainers’ Association, and Board of Certification.
- Each student must complete the athletic training degree.
- Each student must complete the exit survey.

GRADUATION

The term “graduation” applies to two things: completing your course requirements and participating in the graduation ceremony (commencement).

Completing course requirements

When a student has completed all course requirements, they apply for graduation through the Office of the Registrar, see [Application for Graduation](#).

Commencement (Graduation Ceremony)

Students may choose to participate in commencement at the end of the Fall or Spring term that their final degree requirements are completed or the next later term. You can officially graduate in the summer term, but there is no summer commencement ceremony. Summer degree candidates may participate in spring or fall commencement. [Information about commencement](#) is available from the Registrar’s Office.

RESOURCES FOR GRADUATE STUDENTS

[University of Northern Iowa Division of Graduate Studies](#)

[Rod library](#)

[Informational Technology Services \(ITS\): 319-273-5555](#)

[UNI eLearning](#)

[Financial Aid](#)

[Graduate Assistantships and Scholarships](#)

[UNI Withdrawal Policy](#)

University of Northern Iowa

Athletic Training Program

Technical Standards for Admission

The Athletic Training Program at the University of Northern Iowa is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge and skills of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]). The following abilities and expectations must be met by all students admitted to the Athletic Training Program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program.

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

Candidates for selection to the Athletic Training Program must demonstrate:

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 safely, efficiently, and accurately perform the appropriate physical skills required for delivering essential professional duties using accepted techniques. These duties include but are not limited to: emergency and life-saving techniques (CPR, AED, splinting, heat illness care, etc.), injury and general health examinations; the use of equipment and materials during the assessment and treatment of patients.
3. The ability to communicate effectively, sensitively, and appropriately with patients, colleagues, and other necessary individuals (i.e. administrators, coaches, parents), 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 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.

Candidates for selection to the athletic training program 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.

**Students who are requesting reasonable accommodations should contact The University of Northern Iowa Student Accessibility Services (SAS). SAS will evaluate a student who states they 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 they can meet the technical standards with accommodation, then SDS will confer with the Athletic Training Program to determine whether it agrees that the student can meet the technical standards; this includes a review of whether the accommodations requested are reasonable, taking into account whether accommodation would jeopardize student/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 of selection listed above and I believe to the best of my knowledge that I can meet each of these standards with or without reasonable accommodations. If I require reasonable accommodations, I will contact the University of Northern Iowa Student Accessibility Services (SAS) to determine what accommodations may be available. I understand that if I am unable to meet these standards with or without accommodations, I will not be admitted into the program or may be required to leave the program if already admitted.

Signature of Applicant

Date

Signature of Witness

Date

CURRICULAR PLANS

This sequence should be followed unless otherwise instructed by the Athletic Training Program Director.

Master of Athletic Training Pre-Requisite Requirements:

BIOL 2051 General Biology: Org Diversity OR BIOL 2052 Cell Structure & Function (or equivalent)	4 cr
BIOL 1101 Principles of Anatomy & Physiology I OR BIOL 3101 Human A & P I (or equivalent)	4 cr
BIOL 1102 Principles of Anatomy & Physiology II OR BIOL 3102 Human A & P II (or equivalent)	4 cr
CHEM 1010 Principles of Chemistry OR ^CHEM 1110 General Chemistry I (or equivalent)	4 cr
^STAT 1772 Introduction to Statistics (or equivalent)	3 cr
PHYSICS 1000 Physics in Everyday Life OR ^1511 General Physics I (or equivalent) OR KINES 3151 Biomechanics	3 or 4 cr
PSYCH 1001 Introduction to Psychology (or equivalent)	3 cr

^ Satisfactory score on ALEKS exam required for CHEM 1110, PHYSICS 1511 and STAT 1772.

Total Pre-Requisite Hours Required **25 or 26 cr**

Master of Athletic Training Required Core:

Athletic Training:

AT 5030 Advanced Acute Care in Athletic Training	3 cr
AT 5032 Advanced Acute Care Clinical Skills	1 cr
AT 5072 Advanced Therapeutic Interventions I Clinical Skills	1 cr
AT 5075 Advanced Therapeutic Interventions II	3 cr
AT 5082 Advanced Therapeutic Interventions II Clinical Skills	1 cr
AT 5100 Advanced Clinical Anatomy	3 cr
AT 5210 Pathoetiology and Orthopaedic Assessment I	3 cr
AT 5215 Pathoetiology and Orthopaedic Assessment I Clinical Skills	1 cr
AT 5220 Pathoetiology and Orthopaedic Assessment II	3 cr
AT 5225 Pathoetiology and Orthopaedic Assessment II Clinical Skills	1 cr
AT 5270 Advanced Therapeutic Interventions I	3 cr
**AT 6000 Integrated Clinical Experiences	11 cr
AT 6060 Athletic Training Organization & Professional Responsibility	3 cr
AT 6130 General Medical Assessment & Intervention	3 cr
AT 6255 Health Assessment & Preventative Practices	3 cr
AT 6260 Gross Anatomy & Orthopedic Surgical Interventions	3 cr
AT 6275 Mental Health Care in Athletic Training Practice	3 cr
AT 6550 Advanced Athletic Training Clinical Skills	2 cr

**minimum 11 hours, but may be repeated for a maximum of 13 hours over 4-6 semesters

Research (non-thesis):

AT 6299 Research	3 cr
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Major Total Hours Required **54 cr**

Master of Athletic Training Course Sequencing:

YEAR 1			
SUMMER			
AT 5030	Adv Acute Care in AT (3)	3 cr	
AT 5032	Adv Acute Care Clinical Skills (1)	1 cr	
AT 6550	Advanced AT Clinical Skills (2)	2 cr	
Semester Total Hours		6 cr	

FALL			SPRING		
AT 6000	Integrated Clinical Experiences	1 cr	AT 6000	Integrated Clinical Experiences	1 cr
AT 5270	Adv Therapeutic Interventions I	3 cr	AT 5075	Adv Therapeutic Interventions II	3 cr
AT 5072	Adv Ther Interventions I CI Skills	1 cr	AT 5082	Adv Ther Interventions II CI Skills	1 cr
AT 5210	Pathoetiology and Orth Assess I	3 cr	AT 5220	Pathoetiology and Orth Assess II	3 cr
AT 5215	Path and Orth Assess I CI Skills	1 cr	AT 5225	Path and Orth Assess II CI Skills	1 cr
AT 5100	Advanced Clinical Anatomy (3)	3 cr	AT 6060	AT Organization & Prof Resp	3 cr
Semester Total Hours		12 cr	Semester Total Hours		12 cr

YEAR 2					
FALL			SPRING		
AT 6000	Integrated Clinical Experiences	4 cr	AT 6000	Integrated Clinical Experiences	5 cr
AT 6130	Gen Med Assess & Intervention	3 cr	AT 6275	Mental Health Care in AT Practice	3 cr
AT 6255	Health Assess & Prev Practices	3 cr	AT 6299	Non-thesis option	3 cr
AT 6260	Gross Anat & Ortho Surg Interv	3 cr		Semester Total Hours	11 cr
	Semester Total Hours	13 cr			

*In the fall semester of year 2, AT 6130, AT 6255, and AT 6260 will take place in the first half of the semester and immersive clinical experience will take place in the second half of the semester.

*In the spring of year 2, AT 6275 and AT 6299 will take place in the first half of the semester and immersive clinical experience will take place in the second half of the semester.

COMBINED DEGREE OPTION:

The master of athletic training degree is offered as a 3+2 combined plan with the B.A. in Kinesiology degree. The 3+2 program is highly demanding and has a strict curricular plan that must be followed in order for students to complete both an undergraduate and graduate degree in five years. Athletic training faculty advisors work closely with students to ensure successful progression. Students will apply to the master of athletic training program in the fall of year three. With admission to the master of athletic training program, the courses that will be applied to the master's degree will begin in the summer following year three. Students will complete their master's degree after completion of the spring semester of year five. Although the entry points will differ between the 2-year standalone and 3+2 students, the curriculum will be the same and the students will complete the graduate program as a cohort, regardless of entry point. **Only graduate courses (course numbers 5000 or above) will apply to a graduate degree, even if the undergraduate course number (4999 or less) is listed.** No exceptions will be made. Students must contact the athletic training program director for more information regarding which plan of study is best for them.

3+2 Accelerated Plan of Study

University of Northern Iowa BA in Kinesiology, Pre-AT Emphasis/Master of Athletic Training

Undergraduate Year 1 Fall		Undergraduate Year 1 Spring	
AT 1010 Intro to AT & Clinical Healthcare	3	CHEM 1010 Principles of Chemistry or CHEM 1110 Gen Chemistry I (C or higher required)	4
BIOL 2052 Gen Bio: Cell Structure & Function (C or higher required)	4	AT 3020 Clinical & Gross Human Anatomy	3
KINES 2050 Anatomy & Physiology of Human Movement (C- or higher required)	3	KINES 2053 Physical Activity & Nutrition	3
PSYCH 1001 Intro to Psychology (C or higher required; UNIFI Human Conditions Domestic)	3	STATS 1772 Intro to Statistical Methods (C or higher required)	3
UNIFI/Electives	3	UNIFI/Electives	3
Total credits: 16		Total credits: 16	
Undergraduate Year 2 Fall		Undergraduate Year 2 Spring	
BIOL 1101 Prin of A&P I or BIOL 3101 Human A&P I (C or higher required)	4	BIOL 1101 Prin of A&P I or BIOL 3101 Human A&P I (C or higher required)	4
AT 1018 Prev & Care of Athletic Injuries (KINES 2050 or AT 3020)	2	KINES 3151 Biomechanics (AT 3020 or BIOL 3102 or KINES 2050)	3
KINES 2056 Motor Learning & Development	3	KINES 3154 Psych Skills for Sport Participants	3
UNIFI/Electives	5	UNIFI/Electives	6
Total credits: 16		Total credits: 16	
Undergraduate Year 3 Fall		Undergraduate Year 3 Spring	
KINES 3121 Sociology/Psychology of Physical Activity	3	KINES 3156 Fitness Assess & Ex Prescription (KINES 3153)	3
KINES 3153 Exercise Physiology (AT 3020 or KINES 2050 or KINES 2053)	3	KINES 3157 Sports Nutrition (KINES 2050 or AT 3020; KINES 3153)	3
AT 3040 Foundations of Ortho Injury Assess & Path I	3	UNIFI/Electives	7
AT 4070 Found of Therapeutic Interventions & Rehab	3	KINES/AT Internship (<i>may be split throughout previous semesters</i>)	3
PHYSICS 1000 or PHYSICS 1511 Gen Physics I (C or higher required)	4	Total credits: 16	
Total credits: 16			
A minimum of 97 credits are required to be eligible for master's program, plus completion of both UNIFI and the major.			
Master of Athletic Training Year 1 Summer			
AT 5030 Advanced Acute Care in AT	3		
AT 5032 Advanced Acute Care Clinical Skills	1		
AT 6550 Advanced Athletic Training Clinical Skills	2		
Total credits: 6			
Master of Athletic Training Year 1 Fall		Master of Athletic Training Year 1 Spring	
AT 6000 Integrated Clinical Experiences	1	AT 6000 Integrated Clinical Experiences	1
AT 5100 Advanced Clinical Anatomy	3	AT 5075 Adv Therapeutic Interventions II	3
AT 5270 Adv Therapeutic Interventions I	3	AT 5082 Adv Ther Interventions II Cl Skills	1
AT 5072 Adv Ther Interventions I Cl Skills	1	AT 5220 Pathoetiology and Orth Assess II	3
AT 5210 Pathoetiology and Orth Assess I	3	AT 5225 Path and Orth Assess II Cl Skills	1
AT 5215 Path and Orth Assess I Cl Skills	1	AT 6060 AT Organization & Prof Resp	3
Total credits: 12		Total credits: 12	
Master of Athletic Training Year 2 Fall		Master of Athletic Training Year 2 Spring	
AT 6000 Integrated Clinical Experiences	4	AT 6000 Integrated Clinical Experiences	5
AT 6130 General Medical Assess & Intervention*	3	AT 6275 Mental Health Care in AT Practice*	3
AT 6255 Health Assessment & Preventive Practices*	3	AT 6299 Research*	3
AT 6260 Gross Anatomy & Ortho Surg Intervention*	3	Total credits: 11	
Total credits: 13			

Students will apply for admission to the Master of Athletic Training program in fall of Year 3. Acceptance is required before completion of Year 3.

Graduate tuition rate is charged beginning Master of Athletic Training Year 1 Summer.

*First half-semester course

PROFESSIONALISM AS AN ATS

As students who are in training to become professionals, it is expected that athletic training students conduct themselves as professionals at all times. Students must be conscientious that they represent the UNI Athletic Training Program, the University of Northern Iowa, and the profession of athletic training at all times and must conduct themselves in a manner which will bring dignity and pride to each entity. Students must always abide by the Code of Conduct/Ethics established by the University of Northern Iowa, National Athletic Trainers' Association, and Board of Certification.

Laboratory Classroom Attire:

- During laboratory courses, students must be prepared to be a model patient for their peers. Therefore, students must be dressed to facilitate the learning process of others.
- Tank tops or shorts must be worn as necessary, but should allow personal discretion.
- Clothing should never be unprofessionally revealing.
- Daily hygiene practices should be used prior to arriving to class.
- Cologne, perfume, and scented lotion should be avoided.
- Fingernails should be trimmed short; artificial nails are prohibited.

Professional Attire and Appearance:

Professional appearance during clinical experience is of utmost importance. Any violation of the following will result in an infraction. Athletic training students should always be identifiable as a health care professional; NOT mistaken for a student-athlete.

Identification:

- When participating in clinical experience at any setting/location, students must always wear proper identification. The identification badge must always be visible and should never be altered in any manner.

Clothing:

- An athletic training polo or t-shirt and khaki pants (or other neutral shade such as black or grey) should be worn unless otherwise indicated by a preceptor (jeans and cut-offs are prohibited even if approved by a preceptor).
- Clothing should be clean and free of holes and large wrinkles.
- If shorts are approved, they must be khaki or solid black in color.
 - *Shorts must always be past the fingertips in length.*
- Shoes must be clean and close-toed. Laces must be tied.
- Cold/rain gear may be worn as necessary.
- The following are absolutely prohibited:
 - Jeans, cut-offs, shorts shorter than finger length, belly/midriff shirts, low neck lines on shirts, low rise jeans/pants that don't properly cover the body when active, open-toed shoes of any kind, even dress shoes.

Hygiene & Grooming:

- Daily personal hygiene practices must include general cleanliness, which eliminates foul body odor. Students should appear clean and well-kept.

- Hair should be clean, combed (no “bed head”), and pulled off the face to facilitate proper application of treatments and other procedures, and to avoid contact with patients.
- Facial hair must be trimmed and neat, if permitted by the preceptor.
- Cologne, perfume, and scented lotion should be avoided.
- Fingernails should be trimmed short; artificial nails are prohibited.

Tattoos & Piercings:

- Students with tattoos and piercings/gauges that are visible when wearing professional attire must be approved by each preceptor.
- Students must be prepared to cover tattoos or remove piercings that may interfere with the ability to provide emergency cardiac care.
- Dangling earrings should be avoided for personal safety reasons.

Professional Relationships:

- Students must maintain professional relationships at all times (athletes, coaches, preceptors, faculty, staff, administrators, peers, etc.). Students choosing to engage in a personal relationship with any of the aforementioned are encouraged to discuss any potential risks and/or consequences with the AT program director and/or director of clinical education.
- Athletic training students are strictly prohibited from engaging in personal relationships with high school athletes.

Social Media:

- Use of social media must be professional at all times.
- Students must be conscientious of how they represent themselves on social media. It is imperative that students maintain a professional standard, even on their personal social media platforms, as they are always a representative of UNI athletic training, the University, and the profession of athletic training.

Communication:

- Communication is a key element to a successful educational experience, both in the classroom and clinical experience.
- Students are expected to maintain the utmost professionalism in all interactions, verbal or written.
- During clinical experience orientation, students are to identify the preceptor’s preferred mode of communication.
- Students should be mindful of times of day that they are communicating with their preceptor (i.e. it is typically not appropriate to contact your preceptor between 10:00 p.m. and 6:00 a.m.).
- Written correspondence should always include proper sentence structure (i.e. full sentences, punctuation, and proper grammar). Emails beginning with “Hey....” are inappropriate and will not receive a response.
- Emails should NOT be written in texting format.
- Should a conflict arise, students should communicate directly TO the person with whom there is a conflict. This applies to faculty, preceptors, peers, etc.

Attendance & Tardiness:

- Regular attendance in all athletic training courses is absolutely expected. Routine absence or tardiness will result in a behavioral disciplinary action.
- Students are expected to attend clinical experience as scheduled with each preceptor. Failure to attend clinical experience as scheduled, or habitual tardiness, will result in a behavioral disciplinary action.

Cell phone/technology use:

- At no time should a student use their cell phone during class, unless prior permission is granted by the instructor. If a student is caught using their cell phone during class, they will be excused from class. If cell phone usage occurs during an exam or quiz, the student will receive a score of “0” for that particular exam or quiz and will be subject to further University disciplinary action.
- Online documents may be accessed during class with use of a tablet or laptop.
- Cell phones should never be used for personal reasons during clinical experiences unless approved by the student’s preceptor. If a student uses their cell phone for non-athletic training purposes without prior approval, they will be excused from their clinical experience for the day and will have a meeting with the program director.

Outside employment:

- Athletic training students are permitted to engage in outside employment, but work hours **MUST** be scheduled around clinical experience, classes, meetings, and other engagements necessary for your professional preparation.

Other Attributes of a Professional:

- Initiative
 - Students who make the most out of their clinical experience and take advantage of each learning opportunity receive the most enjoyment and success in clinical experience. It is the students’ responsibility to initiate the learning process by being inquisitive and ready to learn.
- Attention to deadlines
 - Habitually missing deadlines is highly unprofessional and will not be tolerated.
- Responsibility
 - All athletic training students, just as all college students, are adults and will be treated as such. Students must take ownership of their actions and accept potential consequences of their actions.
- Involvement
 - Being an athletic training student is time-consuming. However, doing just the bare minimum is rarely enough to achieve success. Students should be prepared to become involved in the profession of athletic training outside of academic requirements. It is through these opportunities that students find their true passion for athletic training and enjoyment of sharing their passion with others.

DISCIPLINARY ACTIONS & GRIEVANCES

At the University of Northern Iowa, athletic training students are expected to follow the [Student Academic Ethics](#) & [Student Code of Conduct](#) as is outlined in the UNI Student Handbook and in the University Policies and Procedures. In addition to these policies, athletic training students must comply with all athletic training major requirements and procedures. In order to maintain a professional atmosphere for learning the following procedures have been developed for infractions, disciplinary actions, and grievances.

There are two levels of disciplinary procedures: Infractions and Disciplinary Actions. The criteria for both are listed below. Three infractions will constitute a disciplinary action. Three disciplinary actions of the same type (Behavior or Academic) will result in dismissal from the AT Program.

Infraction Notification

An infraction form may be electronically submitted via ATrack by a Preceptor or classroom instructor due to inappropriate attire/appearance, misconduct, unexcused absence, repeated tardiness, failure to submit evaluations and/or requested documents on time, or other violations as deemed necessary per AT Program administrators. The form will be placed in the student's file. As a result, there may be a significant reduction in the clinical experience course grade.

Infraction Procedures:

- Each infraction will be documented in ATrack
- The third infraction will result in a disciplinary action

Behavioral Disciplinary Action

Criteria:

- Three infractions documented via ATrack
- Not maintaining current first aid and CPR certifications
- Not attending the annual OSHA training course
- Not turning in *any* required document or certificate
- Not providing annual proof of professional liability insurance
- Habitual unexcused absence from classes or clinical experiences
- Conduct unbecoming of an athletic training student
- Providing health care interventions as an athletic training student while not being properly supervised by a qualified preceptor

Behavioral Disciplinary Action Procedures:

- 1st Action:
 1. Meeting with program director
 2. Probation period for improvement (As determined by the program director)
 3. Contract for improvement
- 2nd Action:

1. Meeting with program director
 2. Probation for one semester
 3. Contract for improvement
 4. Consideration of one year hold option on AT student status
- 3rd Action:
 1. Expulsion from the program

Academic Disciplinary Action

Academic expectations of all UNI graduate students will also apply to UNI Master of Athletic Training Students. A cumulative grade index of 3.00 (B average) must be earned in all courses required for the degree or applying to the degree. No more than six (6) semester hours of *C* credit (*C+*, *C*, *C-*) may be applied toward credit for graduation. When *C*-range grades on the advisement report exceed the six hour limit, one or more of such courses *must* be repeated. A course taken to satisfy degree requirements in which a student receives a *D+*, *D*, *D-*, *F* or *NC* grade will not be considered satisfactory and *must* be repeated. **The original grade for any repeated course will be included in the computation for the Plan GPA, as well as in the overall cumulative GPA.**

- **Probation, Suspension, and Readmission**

A student who has attempted 9 to 17 semester hours in a program of study and attained a cumulative GPA less than 3.00 in that program will be placed on probation. If the student attempts 8 or more hours while on probation without qualifying as a degree candidate (GPA of 3.00), the student is reviewed at the end of the term for suspension from graduate degree programs. A student who has attempted 18 or more semester hours in a program of study and attained a cumulative GPA less than 3.00 in that program will be suspended. Students placed on academic suspension cannot enroll in non-degree graduate status or take courses in the student's program of study during the year of academic suspension.

- **Reinstatement**

When a student is suspended, at least one calendar year must elapse before application for readmission to a graduate degree program may be made. After one full calendar year on suspension, a suspended student who wishes to enroll in classes must submit an Application for Readmission to Graduate Study and receive approval from the graduate program/department and the Graduate College for reinstatement and removal from suspension. The Application for Readmission to Graduate Study is not available online. It may only be obtained in the Graduate College.

A student reinstated after suspension who fails to attain a cumulative GPA of 3.00 in the program of study for the first enrollment period will be permanently suspended from the graduate program. In determining a graduate student's grade index, all graded course work attempted at this university within the student's program of study will be used as a basis of computation. **If the student does not yet have a program of study** (this can

occur if the student's admission file is incomplete), **all graduate courses will be used as a basis of computation. If a graduate student repeats a course, both grades will be used in computing the index.**

If a student feels there has been some procedural irregularity concerning their suspension from the university, the student may request a review by the Division of Graduate Studies. This review may be conducted by the Dean of the College of Graduate, Research, and Online Education (or their designee).

Grievances

In the event that an athletic training student has a grievance against faculty, staff, preceptors, athletes, or fellow students the following guidelines should be considered:

Criteria for Grievance:

- Harassment
- Unfair Practices
- Dishonesty
- Lack of professionalism
- Other

Procedures:

- a. Confront the individual with the grievance so that you can assure that there is not some form of miscommunication.
- b. Try to work out the grievance with the individual.
- c. If the problem cannot be resolved, inform the individual that you are planning on filing a grievance.
- d. Fill out a grievance form within the appendices and submit it to the program director. In the event the grievance is against the program director, submit the complaint to the Head of the Department of Kinesiology.
- e. Once the grievance is received the AT program director will consult with all parties to achieve resolution. Should resolution not be reached, the Head of the Department of Kinesiology will be consulted.

Please also reference the [University of Northern Iowa Student Academic Grievance Policy](#).

CLINICAL EDUCATION

The clinical education component of the UNI Athletic Training Program is designed to provide progressive learning opportunities that prepare students for independent clinical practice. This component integrates classroom instruction, simulation, and supervised clinical experiences to support the development of clinical reasoning, psychomotor competence, and professional behaviors.

Clinical education follows a longitudinal, competency-based progression model, in which students demonstrate readiness for continued participation in patient care through both didactic assessment and clinical performance. Students engage in structured learning experiences within the Integrated Clinical Experience (AT 6000) courses that emphasize the application of knowledge and skills in authentic clinical environments.

All CAATE Curricular Content Standards are assessed within the didactic curriculum. Specific curricular content standards are additionally assessed in clinical experiences by preceptors to evaluate student performance in real-time patient care settings.

Interprofessional education (IPE) is intentionally integrated throughout the clinical education component. Students have opportunities to learn about, from, and with other healthcare professionals through simulation activities, clinical experiences, and structured coursework. These experiences are designed to develop effective communication, collaboration, and team-based patient care skills.

On a typical day, students must be available in the morning for class (8am-12pm) and in the afternoons for clinical experience (2pm-7pm) (times vary depending on site). Students must also be available nights and weekends for clinical assignments as needed.

Students must be aware that the practice of athletic training is regulated under licensure in the state of Iowa, as is in most states. Therefore, providing athletic training services without the direct supervision of a preceptor is in direct violation of the State of Iowa Athletic Training Practice Act. All violators are subject to legal ramification.

INTEGRATED CLINICAL EXPERIENCE (AT 6000 SERIES)

The Integrated Clinical Experience courses (AT 6000 series: AT 6001, AT 6002, AT 6003, and AT 6004) are longitudinal clinical education courses that span the Master of Athletic Training Program. These courses serve as structured checkpoints for clinical readiness, competency development, and progression toward entry-level practice. The AT 6000 series integrates didactic learning, simulation, and supervised clinical experiences to support the development of clinical reasoning, psychomotor skills, professional behaviors, and interprofessional collaboration.

Course Structure

Each AT 6000 course follows a dual-component, pass/fail structure:

1. Didactic Knowledge & Skills Component

This component evaluates:

- Foundational and cumulative knowledge
- Clinical reasoning and decision-making
- Psychomotor skill proficiency
- Interprofessional communication and teamwork

Assessment methods may include:

- Comprehensive written examinations
- Practical/skills assessments
- Simulation and interprofessional activities
- Quizzes and applied learning exercises

2. Clinical Experience Component

This component evaluates performance in supervised clinical environments, including:

- Professional behavior and communication
- Engagement in patient care
- Clinical documentation (e.g., ATrack logs, patient encounters, reflections)
- Clinical decision-making and application of knowledge
- Preceptor evaluations

Students must demonstrate safe, effective, and professional participation in patient care under direct supervision.

Progression Model Across the AT 6000 Series

The AT 6000 series is intentionally designed to reflect progressive development across four semesters:

- Year 1 (AT 6001 & AT 6002): Foundations
 - Emphasis on acquisition of foundational knowledge and skills
 - Introduction to supervised patient care
 - Development of documentation habits, professional behaviors, and basic clinical reasoning
- Year 2 Fall (AT 6003): Advanced Clinical Practice
 - Emphasis on integration of knowledge and increased clinical responsibility
 - Development of clinical decision-making and independence within supervised settings
 - Introduction of immersive clinical experience
 - Exposure to additional required clinical experiences (e.g., general medical, surgical observation)
- Year 2 Spring (AT 6004): Entry-Level Readiness
 - Culmination of clinical education with emphasis on comprehensive patient care and professional judgment
 - Full participation in immersive clinical experiences simulating entry-level practice
 - Final evaluation of readiness for professional practice

Performance expectations increase each semester to reflect students' progression toward independent practice.

Performance Expectations & Progression

All AT 6000 courses are graded Pass/Fail and require successful completion of both components.

To pass each course, students must:

- Meet established thresholds in the Didactic Component
- Earn a passing evaluation in the Clinical Component
- Complete all required clinical experiences and documentation

Didactic performance thresholds increase across the program, reflecting higher expectations for knowledge integration and clinical reasoning in later semesters.

Failure to meet expectations in either component will result in course failure and may impact progression or program completion.

Clinical Readiness & Competency-Based Progression

The AT 6000 series emphasizes clinical readiness rather than completion of isolated tasks.

Students are expected to demonstrate:

- Integration and application of knowledge across coursework
- Progressive development of clinical reasoning and decision-making
- Effective communication with patients, preceptors, and healthcare team members
- Safe and ethical patient care under supervision

Clinical education is designed to evaluate how students think, perform, and adapt in real patient-care settings, not solely whether individual skills have been completed.

Immersive Clinical Education

Immersive clinical experiences are a required component of the AT 6000 series in the second year and provide:

- Extended, uninterrupted clinical practice
- Increased responsibility within supervised patient care
- Preparation for entry-level professional expectations

Immersive experiences occur:

- During the fall semester (AT 6003)
- Following the Board of Certification (BOC) examination in the spring semester (AT 6004)

These experiences serve as critical components in evaluating readiness for independent practice.

Integration of Interprofessional Education

Interprofessional education is embedded throughout the AT 6000 series and includes:

- Simulation-based interprofessional activities
- Collaborative learning experiences
- Clinical interactions with healthcare professionals across settings

These experiences develop students' ability to function effectively within a team-based healthcare environment and contribute to patient-centered care.

Relationship to Clinical Experience Requirements

Participation in clinical experiences is required as part of each AT 6000 course. Clinical education is designed to emphasize the application of knowledge and clinical decision-making, rather than repeated assessment of all curricular content standards.

Students are responsible for:

- Completing required clinical hours and immersive experiences
- Maintaining accurate and timely documentation in ATrack

- Completing patient encounters, reflections, and evaluations
- Successfully completing assigned clinical curricular content standard assessments

Preceptors evaluate student performance, professional behaviors, and clinical readiness, and are not responsible for assessing all curricular content standards.

CLINICAL EXPERIENCE

Students are required to successfully complete clinical experiences over two academic years as part of the Integrated Clinical Experience (AT 6000) series. Clinical experiences are designed to provide opportunities for students to apply knowledge and skills in authentic patient-care settings while developing clinical reasoning, professional behaviors, and decision-making under the direct supervision of a preceptor.

Clinical experiences are intentionally structured to complement didactic learning and support competency-based progression toward independent practice. While all CAATE Curricular Content Standards are assessed within the didactic curriculum, clinical experiences emphasize the application of knowledge, performance in patient care, and development of clinical judgment, rather than repeated assessment of all standards.

Each clinical experience provides opportunities for students to engage in real-time patient care, refine psychomotor skills, and develop communication and documentation practices. Students are permitted to participate in clinical experiences only after all required program documentation has been submitted (refer to Program Retention Policy).

Students will be provided with exposure to patients with a wide variety of health conditions commonly encountered in athletic training practice. Clinical experiences are designed to ensure students interact with diverse patient populations, including but not limited to individuals across the lifespan (pediatric, adult, elderly), of different sexes, socioeconomic backgrounds, and activity levels (e.g., competitive athletics, recreational activity, and non-sport populations such as occupational or industrial settings), consistent with CAATE Standards.

Clinical experiences also provide opportunities for interprofessional collaboration, where students interact with and learn from other healthcare professionals to support effective communication, referral processes, and team-based patient care.

Participation in clinical experiences includes completion of required learning activities and documentation, including:

- Clinical hours (tracked in ATrack)
- Patient encounters
- Reflective assignments
- Preceptor and self-evaluations
- Assigned clinical curricular content standard assessments

Preceptors evaluate student performance in clinical settings, including professional behavior, communication, clinical decision-making, and overall readiness for continued participation in patient care within the scope of supervised practice.

STUDENTS' RESPONSIBILITIES:

Athletic training students are responsible for active engagement in all components of clinical education and for demonstrating progression toward safe and effective patient-care practice. Student responsibilities align with the expectations outlined in the Integrated Clinical Experience (AT 6000) series and include both didactic and clinical performance expectations.

Students are responsible for:

1. Engaging in Learning and Skill Development
 - Actively participate in classroom, laboratory, and simulation activities
 - Apply feedback to improve clinical reasoning, psychomotor skills, and professional behaviors
 - Prepare for and complete all required didactic assessments
2. Meeting AT 6000 Course Requirements
 - Successfully meet minimum performance thresholds in both the Didactic Knowledge & Skills Component and the Clinical Experience Component
 - Complete all required course assignments and assessments
 - Participate fully in required class sessions and applied learning activities
3. Demonstrating Clinical Readiness
 - Apply knowledge and skills appropriately in supervised clinical settings
 - Demonstrate sound clinical judgment, decision-making, and professional communication
 - Provide safe, ethical, and patient-centered care under preceptor supervision
4. Completing Clinical Experience Requirements
 - Attend and actively participate in all assigned clinical experiences
 - Adhere to clinical site schedules, expectations, and policies
 - Maintain professional behavior consistent with program, university, and professional standards
5. Maintaining Clinical Documentation
 - Accurately and timely document all clinical hours in ATrack (within required timelines)
 - Complete required patient encounters, reflections, and learning activities
 - Submit all required evaluations (preceptor, self, and site) by designated deadlines
6. Completing Assigned Curricular Content Standard Assessments
 - Successfully complete all designated curricular content standard assessments, including those assigned for clinical evaluation
 - Seek opportunities to apply and refine skills in clinical settings following demonstrated competency
7. Communicating Effectively
 - Maintain regular and professional communication with preceptors, instructors, and program administrators
 - Communicate schedule conflicts, absences, or concerns in a timely and appropriate manner
 - Seek feedback and clarification to support ongoing development
8. Engaging in Professional and Interprofessional Development
 - Interact professionally with patients, preceptors, and other healthcare providers
 - Participate in interprofessional learning opportunities when available

- Demonstrate accountability, initiative, and commitment to lifelong learning

PRECEPTOR RESPONSIBILITIES:

Preceptors play a critical role in the clinical education of athletic training students by providing supervision, instruction, and evaluation within authentic patient-care environments. Preceptors support the development of clinical reasoning, professional behaviors, and safe, effective patient-care skills in alignment with program expectations and CAATE standards.

A preceptor must function to:

1. Provide a Supportive Learning Environment
 - Create an active, engaging clinical environment appropriate for student learning
 - Facilitate opportunities for students to apply knowledge and develop clinical skills
 - Encourage critical thinking, reflection, and progressive independence within appropriate supervision
2. Provide Direct Supervision
 - Directly supervise athletic training students at all times during patient-care activities
 - Be physically present and able to intervene on behalf of the student and patient
 - Ensure all care provided by the student complies with state practice acts and professional standards
3. Facilitate Clinical Learning and Skill Application
 - Provide instruction, feedback, and guided practice opportunities
 - Support the development of clinical reasoning, decision-making, and professional communication
 - Introduce students to appropriate clinical responsibilities based on their level of training
4. Support Development of Clinical Competence
 - Provide opportunities for students to engage in patient care across a variety of conditions and populations
 - Facilitate integration of knowledge, skills, and evidence-based practice
 - Support assigned clinical curricular content standard assessments, when applicable
5. Evaluate Student Performance
 - Assess student performance in clinical settings using program-defined evaluation tools
 - Evaluate professional behavior, communication, clinical skills, and decision-making
 - Determine whether students meet expectations for safe and effective participation in supervised patient care
 - Provide timely, constructive feedback to support student development
6. Facilitate Interprofessional Learning (when available)
 - Encourage interaction with other healthcare professionals
 - Support development of communication and collaboration within a healthcare team
7. Ensure Orientation and Compliance
 - Provide a comprehensive orientation to the clinical site, including policies and procedures
 - Ensure students have access to required safety protocols and site-specific expectations
 - Verify compliance with program and site requirements throughout the clinical experience

8. Complete Required Documentation
 - Complete end-of-rotation and/or immersive evaluations in ATrack
 - Review and approve student clinical hours and patient encounters
 - Meet with students to discuss performance evaluations and progress

PRECEPTOR REQUIREMENTS

1. Maintain regular communication with the Athletic Training Program.
2. Demonstrate understanding of and compliance with program policies and procedures.
3. Provide the UNI Athletic Training Program with a current affiliation agreement.
4. Be a licensed Athletic Trainer or Physician.
 - Provide current certification and licensure documentation to the program
5. Participate in planned and ongoing preceptor education designed to promote a constructive learning environment.
 - Attend a preceptor workshop at least once every three years
6. Directly supervise students during the delivery of athletic training services.
 - Be physically present and able to intervene on behalf of the student and patient
7. Provide the program with updated, venue-specific Emergency Action Plans (EAPs) based on established standards
8. Orient students to the clinical site at the beginning of each experience, including:
 - Emergency action plans
 - Blood-borne pathogen exposure plan
 - Communicable disease policies
 - Documentation procedures
 - Patient privacy and confidentiality policies
 - Plan to differentiate students from credentialed providers
9. Provide annual documentation verifying that therapeutic equipment is inspected, calibrated, and maintained according to applicable standards
10. Evaluate assigned students at the conclusion of each rotation using the ATrack Student Evaluation form
 - Meet with students to review evaluation results
11. Review and approve student clinical hours and patient encounters in ATrack

CLINICAL EXPERIENCE CURRICULAR CONTENT STANDARD ASSESSMENTS:

All CAATE Curricular Content Standards are assessed within the didactic curriculum through coursework, laboratory activities, simulation, and formal evaluation methods.

To support the development and application of clinical skills in authentic patient-care environments, specific curricular content standards are designated for assessment within clinical experiences. These standards are selected to align with course progression, clinical readiness expectations, and opportunities available within each clinical setting.

Each semester:

- Students are assigned a defined set of curricular content standards for clinical evaluation
- Assigned standards correspond with the student's level of development within the AT 6000 series
- Not all standards are required to be assessed within clinical experiences

Students are responsible for:

- Ensuring completion of all assigned clinical curricular content standard assessments by established deadlines
- Demonstrating competency or proficiency as defined by program expectations
- Seeking opportunities to apply and refine skills within supervised clinical settings

Preceptors are responsible for:

- Providing instruction or guidance prior to evaluating a student on a designated standard
- Evaluating student performance using program-defined rubrics
- Assessing performance within the context of real-time patient care
- Providing feedback to support continued development

Performance on curricular content standards in clinical settings is evaluated using a standardized rubric (e.g., remedial, emerging, competent, proficient) and must be documented in ATrack.

Preceptors must sign and date each completed evaluation.

Students are also required to:

- Reflect on the clinical experiences associated with each assessed standard
- Describe the learning opportunities provided
- Explain how the experience contributed to their ability to perform the skill in patient-care settings

Some assigned standards may extend across multiple semesters to allow for continued development and reassessment. All required curricular content standards must be successfully completed in accordance with program expectations to meet graduation requirements.

Clinical assessment of curricular content standards is designed to evaluate application, clinical reasoning, and performance in authentic settings, rather than to replicate all didactic assessments.

ROTATIONS AND CLINICAL EXPERIENCE STRUCTURE:

Clinical experiences are structured to provide progressive exposure to patient care environments and increasing levels of responsibility across the program. Students complete a combination of short-term rotations and immersive clinical experiences as part of the AT 6000 series.

Year 1 – Foundational Clinical Experiences

- Students complete multiple 7–8 week rotations across the academic year
- Clinical assignments may occur in a variety of settings, including sport and non-sport environments
- Minimum requirement: 5 clinical hours per week
- Additional hours are voluntary and should not interfere with academic progress

These experiences emphasize:

- Introduction to patient care
- Development of foundational clinical skills
- Establishment of professional behaviors and documentation habits

Year 2 – Advanced Clinical Experiences

Fall Semester

Weeks 1–8 (Coursework + Clinical):

- Minimum of 8 clinical hours per week
- Continued rotations in varied clinical settings

Additional Required Experiences:

- Approximately 16 hours with a family practice physician
- Minimum of 2 surgical observations

Weeks 10–14 (Fall Immersive Experience):

- Required 4-week immersive clinical experience
- No concurrent coursework
- Approximately 30 hours per week

Spring Semester

Weeks 1–8 (Coursework + Clinical):

- Minimum of 8 clinical hours per week

Post-BOC Exam (Spring Immersive Experience):

- Required full-time immersive clinical experience
- Duration: approximately 4–7 weeks
- Approximately 38 hours per week

The spring immersive experience represents the culminating clinical experience and is designed to simulate entry-level professional practice under supervision.

General Expectations Across All Clinical Experiences

- Clinical hours must be documented in ATrack within designated timeframes
- Additional (voluntary) hours must be approved and should not interfere with academic performance
- Students must meet all requirements associated with their assigned clinical experience and AT 6000 course

CLINICAL EXPERIENCE POLICIES & PROCEDURES

• **Differentiating Students from Credentialed Providers**

Students must wear identification badges that clearly indicate their status as a student. Students must introduce themselves to patients as students under supervision.

Procedure:

- The program issues identification badges to all students at the beginning of the program.
- The program conducts regular checks to ensure compliance.
- Preceptors must provide each student with an orientation of the clinical site's plan for patients to be able to differentiate practitioners from students policies at the start of the experience and before patient encounters.

• **Emergency Cardiac Care Training**

Students must complete emergency cardiac care training before participating in any clinical experiences.

Procedure:

- Students enroll in an emergency cardiac care training course in AT5030.
- The program verifies successful completion of the training before engaging in clinical experiences.
- Each student is required to upload their certificate to ATrack.

- **Blood-Borne Pathogen Protection and Exposure Plan**

Students must receive training on blood-borne pathogen protection and have access to an exposure control plan.

Procedure:

- All students must attain annual OSHA & blood-borne pathogens training.
- Each student is required to upload their training certificate to ATrack.
- Each student must read the Athletic Training Program exposure control plan and sign an ATrack form verifying they understand and will abide by policies and procedures.
- Preceptors must ensure students have access to and use appropriate protective barriers and control measures at their clinical site(s).
- Preceptors must ensure students have immediate access to the clinical site(s) blood-borne pathogen protection and exposure plan.
- Preceptors must provide each student with an orientation of the clinical site's Blood-borne pathogen exposure plan at the start of the experience and before patient encounters.

- **Equipment Calibration and Maintenance**

All equipment used in clinical training must be calibrated and maintained according to manufacturer guidelines.

Procedure:

- The program schedules annual calibration and maintenance of all equipment used for clinical education.
- Preceptors must annually calibrate equipment and maintenance of equipment.
- Preceptors must document all calibrations and maintenance activities.
- The program conducts regular checks to ensure compliance.

- **Communicable and Infectious Disease Transmission Plan**

Students must have access to written communicable and infectious disease transmission policies and procedures

Procedures:

- Each student must read the Athletic Training Program communicable and infectious disease transmission plan and sign an ATrack form verifying they understand and will abide by policies and procedures.
- Preceptors must ensure students have immediate access to the clinical site(s) communicable and infectious disease transmission procedures.
- Preceptors must provide each student with an orientation of the clinical site's communicable and infectious disease transmission policies at the start of the experience and before patient encounters.

- **Immunization Records**

Students must meet immunization requirements before participating in clinical experiences, as described in the [College of Graduate, Research, and Online Education requirements](#).

Procedures:

- The program provides information on required immunizations to students.
- The student maintains up-to-date immunization records.
- The program verifies student immunization records before clinical placement.

- **Patient Privacy Protection**

Students must adhere to FERPA and HIPAA regulations to protect patient/client privacy.

Procedures:

- The program requires training on FERPA and HIPAA regulations.
- Each student is required to upload their training certificate to ATrack.
- Preceptors must provide each student with an orientation of the clinical site's patient privacy and confidentiality protections policy at the start of the experience and before patient encounters.

- **Radiation Exposure Procedures**

Radiation exposure procedures must be accessible to students in applicable clinical settings.

Procedures:

- When applicable, preceptors must provide training on radiation safety.
- Preceptors must ensure procedures are immediately accessible at relevant clinical sites.

- **Sanitation Precautions**

Students must follow sanitation precautions, including hand hygiene, before and after patient encounters.

Procedures:

- The program will provide training on proper hand hygiene techniques.
- Preceptors must ensure availability of hand hygiene supplies at clinical sites.
- The program will monitor compliance with sanitation practices.

- **Venue-Specific Training Expectations and Critical Incident Response Procedures**

Each student must receive training specific to each clinical venue and critical response procedures

Procedures:

- Preceptors must provide each student with training specific to each clinical venue.
- Preceptors must ensure critical incident response procedures are immediately accessible to students at all clinical venues.
- Preceptors must provide each student with training on emergency action plans at the start of the experience and before patient encounters.

DOCUMENTING CLINICAL EXPERIENCES:

Hours:

Each student is responsible for logging their individual hours of clinical experience using ATrack. Students must log their hours within 6 days. All special circumstances should be discussed with the director of clinical education before the deadline.

If an AT student will not be able to achieve the minimum number of hours in a week, or if they choose to volunteer over the maximum hours in a week, they must inform an AT Program administrator. Without approval on a recurring basis, disciplinary action may ensue.

Patient encounters:

Each student is responsible for documenting patient encounters in ATrack at each clinical site to provide evidence of their ongoing development.

DOCUMENTING INTERACTIONS WITH OTHER HEALTH CARE PROFESSIONALS:

Each student is responsible for logging their interaction with any other Health Care / Medical Professional other than their preceptor during their clinical experience rotation using the Preceptor Evaluation Form in ATrack.

GENERAL MEDICAL EXPERIENCES:

All students must participate in a general medical experience, as part of the AT6130 General Medical Experience & Interventions course requirement in the second fall term. As per CAATE Standards, general medical experiences allow students the opportunity to interact with non-sport patient populations; and a variety of conditions (e.g., behavioral, musculoskeletal, neurological, endocrine, dermatological, cardiovascular, respiratory, gastrointestinal, etc). They will take place in various family practice facilities and community health clinics where the majority of cases seen are general medicine or acute physical ailments.

SURGICAL OBSERVATIONS:

All students must observe a minimum of one surgical procedure. This process will be facilitated through AT 6260 Gross Human Anatomy & Orthopedic Surgical Interventions.

CLINICAL EXPERIENCE INFRACTION NOTIFICATION

An infraction form may be electronically submitted (ATrack) by a Preceptor or classroom instructor due to inappropriate attire/appearance, misconduct, unexcused absence, repeated tardiness, and/or failure to submit evaluations and/or requested documents on time. The form will be placed in the student's file. As a result, there may be a significant reduction in the clinical experience course grade.

CLINICAL EXPERIENCE COMPLIMENT NOTIFICATION

A Preceptor or classroom instructor may electronically submit (ATrack) a compliment form on behalf of any student to recognize outstanding knowledge, skills, and/or behaviors.

CLINICAL SITE VISITS:

All clinical education sites must be evaluated by the program on an annual and planned basis. The Director of Clinical Education will conduct regular site visits (minimum of 1 per year) throughout the year as a means to communicate with the preceptor, ensure compliance of policies and procedures, and observe the athletic training student(s) in the clinical setting.

CLINICAL EXPERIENCE EXPECTATIONS & PROFESSIONAL BEHAVIOR: Each clinical experience site may have unique expectations for athletic training students. It is the responsibility of both the student and the preceptor to identify and understand site-specific expectations at the beginning of each clinical experience. In addition, all students are expected to adhere to the following general professional and behavioral expectations:

1. Students must report as instructed and arrive on time as designated by their preceptor.
2. Students must notify their preceptor at least 48 hours in advance of any planned absence.
3. Students must complete all portions of the Clinical Experience Orientation Form with their preceptor on the first day of the clinical experience.

4. Students must dress professionally and appropriately according to preceptor and site expectations.
 - Example guidelines: yoga pants/leggings are not considered professional attire; shorts must be longer than the student's fingertips when arms are at their side.
5. Cell phones must not be used for personal reasons during clinical experiences unless approved by the preceptor.
6. Students must adhere to the NATA Code of Ethics and demonstrate professional conduct at all times.
7. Students must maintain patient confidentiality in accordance with HIPAA and program policies.
8. Students must not be under the influence of alcohol or drugs while participating in clinical experiences or representing the program.
9. Profane or inappropriate language is not permitted in clinical settings.
10. Students are expected to demonstrate initiative, professionalism, and a willingness to learn.
11. Students must be dependable, responsible, and actively engaged in clinical learning.
12. Students must accurately and consistently log clinical hours and patient encounters in ATrack within required timeframes.
13. Students must complete all required evaluations, including preceptor and self-evaluations, in ATrack at the conclusion of each clinical experience.
14. Students must comply with all policies and requirements associated with their assigned clinical experience and the AT 6000 Integrated Clinical Experience courses.

STUDENT PERSONAL TRAVEL:

All athletic training students are strongly encouraged to maintain their own auto insurance policy as each student will be individually responsible for their transportation to and from the clinical experience site. The University of Northern Iowa and the Athletic Training Program are not liable for any misfortune that may occur to the student or the student's vehicle while traveling to and from the clinical experience site. Furthermore, all athletic training students shall not transport a patient or student-athlete (high school or collegiate) to or from a medical appointment, athletic practice, athletic event or other related affair in their personal vehicle. In addition, athletic training students shall not use their personal vehicles for hauling coolers, medical kits, etc or for running errands for their preceptors. In the event the athletic training student does not comply with this policy they will be subject to disciplinary action as outlined in the AT student handbook.

PROFESSIONAL LIABILITY INSURANCE:

Students must maintain professional liability insurance. The policy will be paid for via the Master of Athletic Training Program fee, but it is the responsibility of the student to ensure the policy is initiated and maintained. Proof of such must be submitted via ATrack on an annual basis.

SUPERVISION:

The policy of the University of Northern Iowa Athletic Training Program with regards to supervision of athletic training students is:

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

It is expected that all athletic training students will be supervised by their preceptor at all times. Students are expected to report involvement in or knowledge of situations in which supervision is not properly provided. Failure to report these situations could result in disciplinary action.

CONFIDENTIALITY/HIPAA:

During clinical experience athletic training students will learn things about patients and athletes that must remain confidential. Each athletic training student is required to complete HIPAA training and submit the completion certificate(s).

TRAVELING:

During the clinical experience many athletic training students will have the opportunity to travel. Students may accompany their preceptor; however, students must be directly supervised by a preceptor while they are traveling. Unsupervised student travel is strictly prohibited. The athletic training student may not travel with the team if the preceptor is not traveling.

EVALUATIONS:

Student Evaluations:

Athletic training students are evaluated by their preceptor at the end of each clinical experience rotation. Evaluations are designed to assess the student’s clinical performance and readiness for continued participation in supervised patient care.

Preceptors evaluate students in the following areas:

- Professional behaviors
- Communication skills
- Clinical reasoning and decision-making
- Application of clinical skills in patient-care settings
- Overall effectiveness and engagement in clinical practice

Preceptors will assign an overall evaluation rating based on the student’s performance relative to expectations for their level of training. A minimum rating of “Meets Expectations” (or equivalent) is required to successfully satisfy the clinical component of the Integrated Clinical Experience (AT 6000) courses.

Preceptor evaluations contribute to the student’s overall clinical performance assessment and progression within the program. Students should review the evaluation criteria in advance to understand expectations.

All evaluations are submitted through ATrack. Upon completion, the preceptor must schedule a meeting with the student to review and discuss performance, strengths, and areas for improvement.

Students who receive a rating below “Meets Expectations,” or demonstrate patterns of concern, may be required to meet with the Director of Clinical Education and may be subject to remediation or additional action as deemed appropriate.

Student Self Evaluations:

Each student is required to complete a self-evaluation at the conclusion of each clinical experience. This evaluation is submitted through ATrack and is intended to promote reflection on clinical performance, professional development, and progression toward readiness for practice.

Students are expected to compare their self-evaluation with the preceptor evaluation and identify areas of agreement and discrepancy. Any concerns or significant differences should be discussed with the preceptor and/or program faculty.

Preceptor Evaluation:

Students will evaluate their assigned preceptor at the end of each clinical experience rotation. These evaluations are submitted through ATrack and are used by the program to assess the quality of clinical instruction and learning environments.

UNI AT Program Evaluation of the Preceptor:

Program administrators will evaluate each clinical site and preceptor on an annual basis. This evaluation is based on:

- Communication with preceptors
- Site visit observations conducted by the Director of Clinical Education
- Student evaluations and feedback

This process ensures that clinical sites continue to meet program expectations and provide high-quality educational experiences.

ATHLETIC TRAINING STUDENT CLASS ABSENCE DUE TO TEAM TRAVEL POLICY:

Athletic Training Students bear the responsibility of informing their professors of upcoming class absences due to team travel. Students should refer to their course syllabus carefully on assignment completion for any given class. Students are responsible for understanding and meeting the instructor’s expectations. Students also are responsible for communicating with faculty prior to missing scheduled assignments and for making arrangements with faculty to complete all missed assignments. The Athletic Training Director of Clinical Education will provide a form that will list each class missed due to team travel that can be shared with faculty (See Appendix).

University of Northern Iowa Non-Discrimination Statement

No person shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in employment, any educational program, or any activity of the University, on the basis of age, color, creed, disability, gender identity, national origin, race, religion, sex, sexual orientation, veteran status, or on any other basis protected by federal and/or state law.

The University of Northern Iowa prohibits discrimination and promotes affirmative action in its educational and employment policies and practices as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964 and other applicable laws and University policies. The University of Northern Iowa prohibits sexual harassment, including sexual violence.

The following person has been designated to handle inquiries regarding the non-discrimination policies and serves as the University Title IX Officer: Leah Gutknecht, Assistant to the President for Compliance and Equity Management, Office of Compliance and Equity Management, 117 Gilchrist Hall, UNI, Cedar Falls, IA 50614-0028, 319-273-2846, leah.gutknecht@uni.edu

University of Northern Iowa Athletic Training Program Non-Discrimination Policy Statement

The University of Northern Iowa Athletic Training Program is committed to a policy of equal opportunity and non-discrimination in all aspects of the program without regard to race, national origin, color, religion, sex, age, disability, sexual orientation, or any other basis protected by law.

POTENTIAL CLINICAL EXPERIENCE SITES

School	Address
Aplington-Parkersburg High School	610 N Johnson St Parkersburg, IA 50665
Cedar Valley Primary Care & Walk-in Clinic	4006 Johnathon St. Ste B Waterloo, IA 50701
Columbus High School	3231 W 9th St Waterloo, IA 50702
Decorah High School	100 Claiborne Dr, Decorah, IA 52101
Dike-New Hartford High School	330 Main St. Dike, IA 50624
Hawkeye Community College	1501 East Orange Road Waterloo, IA 50704
Hudson High School	245 S Washington St Hudson, IA 50643
Jesup High School	531 Prospect Street Jesup, IA 50648
Union High School	200 Adams St. La Porte City, IA 50651
University of Northern Iowa	UNI Men's Basketball UNI Women's Basketball UNI Men's Football UNI Men's and Women's Track & Field UNI Men's and Women's Cross Country UNI Women's Softball UNI Men's Wrestling UNI Women's Volleyball UNI Women's Soccer UNI Women's Swim & Dive UNI Men's and Women's Golf UNI Women's Tennis
Waterloo Blackhawks Hockey	125 Commercial St. Waterloo, IA 50701
Waterloo East High School	214 High Street Waterloo, IA 50703
Waterloo West High School	425 East Ridgeway Ave Waterloo, IA 50702
Waverly-Shell Rock High School	1415 4 th Ave SW Waverly, IA 50677

ATHLETIC TRAINING EDUCATIONAL FACILITIES

Athletic Training Classroom

Athletic Training Reception Area

Athletic Training Conference Room

Athletic Training Service Areas

Athletic Training Hydrotherapy Room

HPC Athletic Training Room

McLeod Center Athletic Training Room

Human Anatomy Laboratory

Athletic Training Research Laboratory

KITCHEN AREA:

Students are welcome to use the sink, microwave, coffee makers, and refrigerator located in the athletic training area. However, students must clean up all messes and must label everything that is stored in the refrigerator or freezer. Unmarked items may be thrown away. If the usage of these appliances is abused at any time, they will be prohibited from all students.

CLEAN UP:

Athletic training students, faculty and staff should keep all areas clean at all times. All equipment should be put away at the end of each day.

MAILBOXES:

Student mailboxes are located in the athletic training reception area. These mailboxes are to be used strictly for athletic training educational purposes. At no time should the mailboxes be used for storage of personal or non-athletic training related items. Additionally, athletic training students should not store rehab programs, forms, candy, attire, or other miscellaneous items. Mailboxes are strictly for communication purposes within our program and should be checked and emptied on a regular basis.

LOCKERS:

Students may see the AT program director if they are interested in using an AT locker.

SCHOLARSHIPS

NATA RESEARCH AND EDUCATION FOUNDATION MASTERS SCHOLARSHIP:

- **\$2300.00 award**
- Application Deadline: February 1st
- Download application form from www.natafoundation.org

DISTRICT V SCHOLARSHIP

- **\$500.000 Award**
- Applications Accepted October 1st – January 15th
- Applications available at <https://www.maataad5.org/>
- **Criterion:**
 - The applicant shall signify their intention to continue academic work beyond the baccalaureate degree as a full-time graduate student and shall be judged capable of graduate study by their major advisor or major department head. Otherwise, the applicant must be enrolled in a graduate degree program with one or more years remaining.
 - The applicant must have a GPA of "B" (3.0 on a 4.0 scale) or above in their major field. This is to be verified by the department head in the major field or their designate.
 - The applicant must have accumulated clinical experience hours as a student for a continuous period of at least one academic year prior to the date of application.
 - The applicant must be nominated by a Certified Athletic Trainer who is a current member in good standing of the Mid-America Athletic Trainers Association and the National Athletic Trainers Association. No more than one candidate may be nominated by each Certified Athletic Trainer.
 - The applicant must have been a member of the National Athletic Trainers Association for at least one year prior to their date of application and enrolled in an educational institution in District V.
 - It must be the intent of the applicant to pursue the profession of athletic training or related field as a means of livelihood.

IOWA ATHLETIC TRAINERS' SOCIETY GRADUATE SCHOLARSHIP

- Application deadline: March 15th
- Applications available: www.iowaats.com
- **Criterion:**
 - Applicant must be a member of the National Athletic Trainers' Association (NATA) at the time of application and hold the ATC credential or be eligible to sit for the BOC exam.
 - Applicant must be a graduate student of a graduate program in Iowa, in the year of this application
 - Applicant must have a cumulative GPA of at least 3.2 (based on 4.0 scale) for ALL graduate courses to date including the Fall term of the year of application.
 - Applicant must the intention of pursuing athletic training as a career.

Internal Funding for Student Research and Travel

Purpose:

The Intercollegiate Academics Fund (IAF) is a yearly allocation of Student Activity Fee monies that exists to promote and support intercollegiate academic experiences for University of Northern Iowa students. The fund is designed in particular to encourage individual students and student groups with direct links to academic programs and departments to participate in academic competitions and conference presentations at state, regional, national, and international levels. The IAF supports the educational and professional development of students in their academic areas as well as leadership development for various student groups. Priority for funding is given to students participating in intercollegiate academic competitions and presentations at professional conferences. Funding is also available to assist in conducting research.

Policy and Procedure Changes

Policy and Procedures of the UNI Athletic Training Program will change on occasion. In the event of a change each student will receive a copy of the change. Each student is required to place that copy within their student handbook.

Appendices

NATA CODE OF ETHICS

Revised May 2022

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.

The National Athletic Trainers' Association respects and values diversity amongst its members and patients served. Our members work respectfully and effectively with diverse patient populations in varied healthcare environments. The NATA prohibits discrimination based on race, ethnicity, color, national origin, citizenship status, religion (creed), sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, military status, family/parental status, income and socioeconomic status, political beliefs, or reprisal or retaliation for prior civil rights activity, or other unlawful basis, in any program or activity conducted or funded by the NATA (NATA, 2020).

Important Professional Values (PV) shared by the NATA membership include: 1) Caring & Compassion, 2) Integrity, 3) Respect, 4) Competence, and 5) Accountability. These shared PV underpin the NATA Code of Ethics, motivate honorable interpersonal behaviors, and conduct in member's interactions with all persons.

The Appendix to the Code of Ethics reveals a definition and sample behaviors for each shared PV.

PRINCIPLE 1. IN THE ROLE OF AN ATHLETIC TRAINER, MEMBERS SHALL PRACTICE WITH COMPASSION, RESPECTING THE RIGHTS, WELL-BEING, AND DIGNITY OF OTHERS (PRINCIPLE 1 is associated with the PV of Respect, Caring & Compassion, and Competence.)

1.1 Members shall act in a respectful and appropriate manner to all persons regardless of race, religion, age, sex, ethnic or national origin, disability, health status, socioeconomic status, sexual orientation, or gender identity and expression.

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 stakeholders to provide competent care in all decisions, and advocate for the best medical interest and safety of their patient 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.

PRINCIPLE 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 (PRINCIPLE 2 is associated with the PV of Accountability.)

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.

PRINCIPLE 3. MEMBERS SHALL MAINTAIN AND PROMOTE HIGH STANDARDS IN THEIR PROVISION OF SERVICES (PRINCIPLE 3 is associated with the PV of Caring & Compassion, Accountability.)

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.

PRINCIPLE 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. (PRINCIPLE 4 is associated with the PV of Respect.)

4.1. Members should conduct themselves personally and professionally in a manner, that reflects the shared professional values, 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.

Athletic Training's Shared Professional Values

Established from research conducted by the NATA Professional Responsibility in Athletic Training Committee in 2020, the following are the five shared professional values of athletic training.

Caring & Compassion is an intense concern and desire to help improve the welfare of another. Sample behaviors include: 1) Listening for understanding and a readiness to help. 2) Focusing on achieving the greatest well-being and the highest potential for others. 3) Spending the time needed to provide quality care.

Integrity is a commitment that is internally motivated by an unyielding desire to do what is honest and right. Sample behaviors include: 1) Providing truthful, accurate and relevant information. 2) Abiding by the rules, regulations, laws and standards of the profession. 3) Using applicable professional standards and established policies and procedures when taking action or making decisions.

Respect is the act of imparting genuine and unconditional appreciation and value for all persons. Sample behaviors include: 1) Engaging in active listening when communicating with others. 2) Acknowledging and expressing concern for others and their well-being. 3) Acting in light of the belief that the person has value.

Competence is the ability to perform a task effectively with desirable outcomes. Sample behaviors include: 1) Thinking critically, demonstrating ethical sensitivity, committing to evidence-based practice, delivering quality skills and effective collaboration. 2) Making sound decisions while demonstrating integrity. 3) Ongoing continuous quality assessment and improvement.

Accountability is a willingness to be responsible for and answerable to one's own actions. Sample behaviors include: 1) Acknowledging and accepting the consequences of one's own actions. 2) Adhering to laws, codes, practice acts and standards that govern professional practice. 3) Assuming responsibility for learning and change.

Hepatitis B Vaccine Information Sheet

The Disease:

Hepatitis B is a viral infection caused by hepatitis B virus (HBV), which causes death in 1-2% of patients. Most people with hepatitis B recover completely, but approximately 5-10% becomes chronic carriers of the virus. Most of these people have no symptoms, but can continue to transmit the disease to others. Some may develop chronic active hepatitis and cirrhosis. HBV also appears to be a causative factor in the development of liver cancer. Thus, immunization against hepatitis B can prevent acute hepatitis and also reduce sickness and death from chronic active hepatitis, cirrhosis, and liver cancer.

The Vaccine:

RECOMBIVAX[®] HB (Hepatitis B Vaccine Recombinant) is a non-infectious subunit viral vaccine derived from hepatitis B surface antigen (HBsAG) produced in yeast cells. A portion of the hepatitis B virus gene, coding for HBsAG, is cloned into yeast, and the vaccine for hepatitis B is produced from cultures of this recombinant yeast strain according to methods developed in the Merck, Sharp, & Dohme Research Laboratories. The vaccine against hepatitis B, prepared from recombinant yeast cultures, is free of association with human blood or blood products. Each lot of hepatitis B vaccine is tested for safety, in mice and guinea pigs and for sterility.

A high percentage of healthy people who receive two doses of vaccine and a booster achieve high levels of surface antibody (anti-HBs) and protection against hepatitis B. Persons with immune-system abnormalities, such as dialysis patients, have less response to the vaccine, but over half of those receiving it do develop antibodies. Full immunization requires three (3) doses of vaccine over a six-month period although some persons may not develop immunity even after three (3) doses. There is no evidence that the vaccine has ever caused hepatitis B. However, persons who have been infected with HBV prior to receiving the vaccine may go on to develop clinical hepatitis in spite of immunization. The duration of immunity is unknown at this time.

Possible Vaccine Side Effects:

The incidence of side effects is very low. No serious side effects have been reported with the vaccine. A few persons experience tenderness and redness at the site of injection. Low-grade fever may also occur. Rash, nausea, joint pain, and mild fatigue have also been reported. The possibility exists that more serious side effects may be identified with more extensive use.

Due to the inherent nature and danger of the job, the University of Northern Iowa Division of Athletic Training and Athletic Training Services recommend that all staff athletic trainers and student athletic training students receive this vaccine.



Athletic Training Student Class Absence Notification Form

Student Name _____ Team _____

Class _____ Instructor Name _____

Competitions:

Excused from:

Excused to:

Dear Instructor,

The University of Northern Iowa Athletic Training Program stresses to all students the importance of class attendance and participation. We expect our students to be present in all classes, unless they have the opportunity to travel with the team in which they are assigned to clinical experience. We expect our students to inform all instructors of absences prior to the date, and hold them responsible for assignments, tests, and any other class related obligations they may miss. They are made aware that it is their responsibility to make prior arrangements with each instructor for assignments missed these days. The students should discuss these absences with their instructors as soon as they are made aware of the traveling opportunity. If you have any questions or concerns, please feel free to contact me at 273-7493 or by email at tricia.schrage@uni.edu. We would like to do all we can to help with issues that may arise.

Thank you in advance for your cooperation with our students, and we appreciate all you do for students at the University of Northern Iowa.

Sincerely,

Dr. Tricia Schrage
Director of Clinical Education
Athletic Training Program