

UNIVERSITY of **HOUSTON**
HEALTH and HUMAN PERFORMANCE



MASTER OF ATHLETIC TRAINING PROGRAM HANDBOOK

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UH MISSION STATEMENT

The mission of the University of Houston is to offer nationally competitive and internationally recognized opportunities for learning, discovery, and engagement to a diverse population of students in a real-world setting. The University of Houston offers a full range of degree programs at the baccalaureate, master's, doctoral and professional levels and pursues a broad agenda of research and creative activities. As a knowledge resource to the public, the university builds partnerships with other educational institutions, community organizations, government agencies, and the private sector to serve the region and impact the world.

HEALTH AND HUMAN PERFORMANCE MISSION STATEMENT

The Department of Health and Human Performance generates knowledge, develops scholars, leaders, and health and wellness professionals, and serves the community through innovative programs and partnerships.

MASTER OF ATHLETIC TRAINING MISSION STATEMENT

Mission- Consistent with the mission of the University of Houston (UH) and the Department of Health and Human Performance (HHP), the Master of Athletic Training (MAT) Program will provide quality opportunities for learning, inquiry, discovery, and advocacy. In addition, the MAT Program will facilitate personal and professional growth through didactic, clinical, and professional contributions and collaboration to prepare graduates to be competent and compassionate professionals. Graduates of the MAT Program will have the knowledge, skills, and abilities to pass the Board of Certification (BOC) exam for Athletic Training, and practice within an interprofessional healthcare team as an Athletic Trainer.

Goals:

The goals of the Master of Athletic Training Program include the following:

1. Prepare students to be competent clinicians using knowledge, skills, and abilities (KSA's) that successfully pass the BOC Exam for AT and enter the workforce as successful contributors to the field of AT and healthcare.
2. Provide quality opportunities for learning, inquiry, discovery, and advocacy, along with personal and professional growth through didactic, clinical, and professional contributions and collaboration.
3. Prepare students to be compassionate AT's who advocate for their patients and the profession and are able to practice within an interprofessional healthcare team.

This preparation, along with successfully passing of the Board of Certification (BOC) Examination for Athletic Training and meeting the appropriate state licensing requirements will qualify graduates for entry-level careers in Athletic Training.

DEFINITION OF A CERTIFIED ATHLETIC TRAINER

Athletic Trainers (ATs) are healthcare professionals who render service or treatment, under the direction of or in collaboration with a physician, in accordance with their education and training and the states' statutes, rules and regulations. As a part of the healthcare team, services provided by ATs include injury and illness prevention, wellness promotion and education, emergent care, examination and clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions. *Athletic training is recognized by the American Medical Association (AMA) as a healthcare profession.

ATHLETIC TRAINING PRACTICE DOMAINS

- Domain I: Risk Reduction, Wellness and Health Literacy
- Domain II: Assessment, Evaluation and Diagnosis
- Domain III: Critical Incident Management
- Domain IV: Therapeutic Intervention
- Domain V: Healthcare Administration and Professional Responsibility

REQUIREMENTS FOR COMPLETION OF THE MAT DEGREE:

- Satisfactorily complete all courses in the degree with an overall GPA of 3.0 or higher (as referenced in Retention Policies and Procedures (p. 19))
- Successful completion of all assigned clinical education experiences as outlined in each Clinical Experience course syllabus
 - Successful performance of all required clinical skills
 - Successful attainment of scoring benchmarks on all evaluations
- Submission of a minimum of one (1) Clinical Education Case Study to a national journal or professional conference as outlined in the Clinical Case Study guidelines (p. 16)

OUTLINE OF ACADEMIC CURRICULUM AND COURSE SEQUENCE

The academic curriculum and course sequence for the MAT program is publicly available on the MAT program website (<http://uh.edu/mat>). The six-semester, 57-credit curriculum requires pre-requisite content knowledge in areas such as anatomy and physiology, biomechanics, exercise physiology, nutrition, psychology, and statistics that provide the framework upon which subsequent athletic training coursework and clinical experiences are developed. As students begin the MAT program, they are introduced to foundational coursework in the areas of Anatomy, Emergency Care, and General Medicine that are designed to provide foundational knowledge for subsequent coursework. As students move through the program, courses are sequenced to promote increasing complexity and integration of knowledge in the areas of orthopedic evaluation, treatment and rehabilitation, and clinical reasoning / research. These concepts are then reinforced and expanded through later courses that require students to apply existing knowledge and advanced topics. The curriculum is structured around a developmental model that progresses students from novice (i.e. 'entry level') learners to competent healthcare professionals who are prepared for independent practice.

Clinical education is integrated throughout the curriculum so that classroom instruction and hands-on patient care are allowed to develop simultaneously. Students participate in clinical experiences that expose them to a variety of diverse settings and patient populations, allowing them to continually apply and refine skills introduced in earlier coursework.

Near the end of their 3rd semester in the program, MAT students will take both a qualifying examination and an Objective, Structured Clinical Examination (OSCE) which collectively allow MAT program faculty to assess whether MAT students retain the didactic knowledge and clinical evaluation skills representative of an individual who is adequately prepared to progress safely and successfully through their second year in the MAT program. Further information on the qualifying examination and OSCE can be found on page 8 of this handbook.

This curricular design ensures that each semester builds upon prior learning while preparing students for success on the Board of Certification examination and future practice as athletic trainers.

OBJECTIVE, STRUCTURED CLINICAL EXAMINATION AND QUALIFYING EXAMINATION

An Objective Structured Clinical Examination (OSCE) is a type of exam used in the health sciences to assess clinical skills and competency, often in a simulated clinical environment. OSCEs are designed to be objective, structured, and focused on practical application of knowledge and are widely used in medical and health disciplines to evaluate clinical competence. OSCEs are beneficial in helping program faculty identify areas where students need more practice and serve to provide a more objective measure of clinical skills compared to traditional methods.

The MAT program incorporates an OSCE exam at the end of the MAT student's third semester in the program in order to evaluate the student's clinical competency. This OSCE exam will be graded and the score will be applied to the MAT student's Clinical Education III course grade. For the OSCE, students will evaluate a standardized patient and detail specific aspects (e.g. diagnosis, plan of care, etc.) relating to the patient and his/her injury or illness. This will allow MAT program faculty to assess the student's potential to evaluate, diagnose, and make recommendations related to an injury or illness they have learned about in their coursework.

In addition to the OSCE, students will also complete a qualifying exam at the end of their third semester of the program. The qualifying exam is intended to assess the MAT student's knowledge base specific to curricular content. This 175-question, computerized exam will be completed in conjunction (e.g. within 7 days) with an OSCE exam, and a minimum score must be achieved in order for the student to be able to engage in patient care during Clinical Education IV. Students who do not meet the minimum score will be allowed to remediate after having met requirements set out by the faculty, but a student will not be able to engage in patient care in Clinical Education IV until the successful remediation has occurred.

CLINICAL EXPERIENCE OVERVIEW AND PROGRAM POLICIES

Clinical education is designed to provide MAT students with supervised, hands-on experiences that allow them to apply classroom knowledge in real patient-care settings and help students integrate foundational sciences, clinical reasoning, and professional behaviors into the delivery of safe and effective healthcare. Through clinical education, MAT students are able to progressively develop competence in areas such as injury and illness evaluation, emergency care, rehabilitation, therapeutic interventions, communication, and interprofessional collaboration. These experiences expose students to a variety of patient populations, healthcare settings, and clinical conditions, allowing them to connect didactic instruction with authentic practice. Within the MAT program curriculum, clinical experience credit is applied towards six clinical education courses which include ATP 6191, 6192, 6293, 7194, 7295, and 7196.

The following are requirements for assigned clinical experiences:

1. Clinical experience must follow a logical progression that allows for increasing amounts of clinically supervised responsibility, leading to autonomous practice upon graduation. The clinical experience progression serves to reinforce the sequence of formal instruction of athletic training knowledge, skills, and clinical behaviors, including clinical decision-making.
2. Clinical experience should provide MAT students with authentic, hands-on patient care opportunities that allow them to apply athletic training knowledge, skills, and professional behaviors in real time. Students are expected to be actively engaged in direct patient care whenever possible, with minimal time spent on non-clinical activities such as homework or idle time. While simulation may be used occasionally, most learning should occur through real patient interactions in clinical settings. Preceptors should prioritize scheduling students during times that maximize exposure to active patient care. If students are repeatedly scheduled when little or no patient care is available, the MAT student's director of clinical education should be notified.
3. Clinical experience must allow students opportunities to practice with different patient populations, care providers, and in various allied healthcare settings relative to the MAT program's mission statement.
4. Clinical experience assignments cannot discriminate based on sex, ethnicity, religious affiliation, or sexual orientation.
5. Throughout the MAT student's time in the program, there must be clinical experience opportunities that address the continuum of care that would prepare a student to function in a variety of settings with patients engaged in a range of activities with conditions described in athletic training knowledge, skills, and clinical behaviors, role delineation study and standards of practice delineated for a certified athletic trainer in the profession. Examples of clinical experiences must include - but should not be limited to:
 - a. Patients who exist throughout the lifespan (for example, pediatric, adult, elderly)
 - b. Patients of different sexes, with different socioeconomic statuses
 - c. Patients of varying levels of activity and athletic ability (for example, competitive and recreational, individual and team activities, high- and low-intensity activities)
 - d. Patients who participate in non-sport activities (for example, participants in military, industrial, occupational, leisure activities, performing arts)
6. All clinical experience sites must be evaluated by the MAT program on an annual and planned basis and the evaluations must serve as part of the program's comprehensive assessment plan (please see MAT Program Preceptor and Clinical Site Evaluation Form and AT Student Evaluation of Preceptor and Clinical Site).
7. An athletic trainer certified by the BOC who currently possesses the appropriate state athletic training practice credential must supervise the majority of the MAT student's clinical coursework. The remaining clinical coursework may be supervised by any appropriately state-credentialed medical or allied-health professional.

8. Athletic training students must be formally instructed on athletic training clinical skills prior to performing those skills on patients. Formal instruction may occur in the classroom or through direct interaction between the MAT student and preceptor.
9. Students must have a minimum of one day off from clinical experiences in every seven-day period
10. Students will not replace actual athletic training staff or medical personnel.
11. The MAT program must include provisions for supervised clinical experience with a preceptor that will contain the following: regular communication between the program and the preceptor; the number of students assigned to a preceptor in each clinical setting must be in a ratio to ensure effective clinical learning and safe patient care; students must be directly supervised by a preceptor during the delivery of athletic training services.
12. The preceptor must provide *direct supervision* of the MAT student at all times. Direct supervision is considered as the preceptor being onsite and have the ability to intervene on behalf of the athletic training student and/or patient/client. The MAT program defines “onsite” as the preceptor being able to hold a conversation with the MAT student *or* be in a direct line-of-sight with the MAT student during times of patient care. Any MAT student who feels they were intentionally placed into a situation where they do not meet these standards for direct supervision should immediately notify their director of clinical education.
13. All sites must have a venue-specific written and accessible emergency action plan (EAP) and blood borne pathogen (BBP) policy that are based on well-established national standards or institutional offices charged with institution-wide safety (e.g. position statements, occupational/environmental safety office, police, fire and rescue). MAT students assigned to a clinical site must be oriented to these policies upon starting their clinical assignment at that site and must have immediate access to the EAP and BBP policies in an emergency.
14. All clinical placements are determined by MAT faculty.

MAT STUDENT CLINICAL EDUCATION GUIDELINES

1. All MAT students must have reliable transportation to and from assigned clinical experience experiences throughout their time in the program. An MAT student cannot request exemption from a particular clinical site due to lack of transportation.
2. Clinical hours can only be obtained while being supervised by an approved MAT program preceptor. Any experiences gained outside of MAT program-approved sites will be at the MAT student's own discretion and will not be coordinated nor approved by MAT program faculty. The MAT student must be aware that if choosing to gain experience at a non-approved site, they are not representing the MAT program (e.g. cannot wear MAT clothing), any clinical hours or patient encounters will not count towards their semester totals, and that their liability insurance policy may not provide coverage for those hours.
3. Ongoing communication between the MAT student and preceptor is required. The MAT student is expected to discuss the preferred communication method (e.g. text, email, etc.) with his or her assigned preceptor at the start of each clinical assignment. Failure to maintain an open and responsive communication line may result in the MAT student being reassigned to a new clinical site.
4. MAT students are expected to maintain professionalism at their clinical site at all times. Professionalism is a broad term but can include being on time, communicating professionally, maintaining a demeanor appropriate for a healthcare professional, appropriate actions including 'beside manner', etc. Failure to maintain professionalism as determined by your preceptor may result in the MAT student's reassignment to a clinical site determined by the MAT program faculty.
5. Any MAT student requested by a preceptor to be removed from a clinical site will be re-assigned to a separate clinical site to be determined by MAT program faculty
6. Clinical education experiences are directly associated with a specific clinical education course (e.g., Clinical Education I, Clinical Education II), and all clinical education schedules are determined and managed by the Director of Clinical Education. MAT students are expected to follow the policies, procedures, and scheduling expectations outlined in the syllabus for their respective clinical education course each semester.
7. In general, when the University is officially closed and classes are not in session (e.g., federal holidays, university holidays, inclement weather closures, or winter break), MAT students are not required to attend assigned clinical education experiences unless otherwise communicated by the MAT program. However, because clinical education is designed to provide authentic patient-care experiences, certain clinical assignments and opportunities may extend beyond the traditional academic calendar. This may include experiences that occur prior to the beginning of classes, during academic breaks (e.g., spring break), after final examinations, or during other periods in which the University is not in regular session. Additionally, MAT students may elect to participate in optional clinical education opportunities outside of their regularly assigned schedule (e.g., travel with an assigned team to a postseason or bowl game) with approval and coordination from the Director of Clinical Education and the student's assigned preceptor.
8. The MAT student is required to continue attending their clinical education site until the date outlined in the respective clinical education syllabus. Failure to do so could risk the assignment of an 'incomplete' grade for the student's respective clinical education course.
9. During the MAT student's sixth semester, they will be engaged in a clinical immersion requirement during which MAT students are provided an opportunity to be immersed in patient care at their clinical setting without the interference of attending classes. The clinical immersion will last for approximately six (6) weeks, starting after spring break and continuing through the end of the academic semester. It should be noted that specific to the MAT program, clinical immersion sites are only permitted at existing MAT clinical sites.
10. In the event that an MAT student is anticipated to fall short of the required semester clinical experience hours due to situations beyond their control (e.g. assigned sport team is traveling, clinical site is canceled for the day, inclement weather, etc.), that MAT should strive to initiate procedures to obtain additional clinical hours with another approved clinical site. In order to obtain clinical experience hours outside of their originally assigned site, the following requirements and criteria must be met:
 - a. the MAT student must have permission from both their current and proposed site's preceptor

- b. the MAT student must have permission from their respective MAT program director of clinical education
- c. the clinical experience hours obtained at their proposed alternative site must meet the requirements of the weekly clinical hour limit and the consecutive-day limit.

CLINICAL HOUR RECORDING GUIDELINES

- The total number of clinical hours required per semester and the number of patient encounters will be outlined in the respective clinical education course syllabus. In order to maintain adequate progress toward the minimal semester hours, MAT students should expect to strive for an average of 20-25 hours per week.
- Only those hours logged into Typhon and approved by the MAT student's assigned preceptor in Typhon will be allowed to be applied toward the semester's minimum/maximum hour total. The MAT student should be aware that clinical hours and patient encounters can only be recorded in Typhon for the following seven (7) days after the clinical experience has occurred. Failure to record clinical hours within the timeframe allowed by Typhon will result in forfeiture of those hours.
- Time spent traveling to and from an assigned clinical site cannot be recorded in the MAT student's clinical hour total.
- Clinical hours that are not spent under the direct supervision of an MAT program-approved preceptor will not be counted and/or recorded as clinical experience hours. The assigned MAT program preceptor reserves the right to challenge an MAT student's reported clinical experience hours at any time. Challenges will be brought to the immediate attention of the director of clinical education.
- Clinical experience hours that are not spent at an MAT program-approved clinical site or at a MAT program-sponsored supplemental experience will not be counted and/or recorded as clinical experience hours. It is the responsibility of the MAT student – prior to any event - to establish with their respective director of clinical education whether clinical hours obtained outside of the MAT program can count towards their clinical education requirement.
- At no time is an MAT student allowed to be assigned to more than 40 hours of clinical experience in a single week (Sunday through Saturday) at their clinical site - regardless of preceptor or MAT student requests. If at any point an MAT student feels that they are expected to attend clinical education in excess of 40 hours, this issue should immediately be brought to the attention of their respective director of clinical education. However, if an MAT student is offered the opportunity to gain experiences at MAT program-associated special events (e.g. Houston Marathon) outside of their clinical assignment, those additional clinical hours will not count toward the 40-hour limit, nor will it count against the MAT student being engaged in clinical education for more than six consecutive days.
- Failure to accurately and honestly report and record Clinical experience hours may result in disciplinary action pursuant to the "*MAT Program Professional Ethics, Expectations & Behavioral Standards*" (pg. 17).

GUIDELINES FOR CLINICAL EXPERIENCE PROGRESSION

The MAT student's clinical experience will be composed of six (6) semesters of assigned clinical experience under the direct supervision of a Master of Athletic Training program preceptor. These clinical experience assignments will be sequential in nature and are intended to build upon the student's athletic training knowledge, skills, and behaviors.

The Master of Athletic Training Program partners with preceptors and clinical sites that incorporate the following CAATE-required clinical experience opportunities:

- Patients existing throughout the lifespan (for example, pediatric, adult, elderly)
- Patients of different sexes
- Patients with different socioeconomic statuses
- Patients of varying levels of activity and athletic ability (for example, competitive and recreational, individual and team activities, high- and low-intensity activities)
- Patients who participate in non-sport activities (for example, participants in military, industrial, occupational, leisure activities, performing arts).

In addition, the MAT program may also provide clinical experience opportunities and supplemental clinical experiences in the following areas:

1. Primary care
2. Operative and non-operative orthopedic care
3. Emergent conditions
4. Pediatric care
5. Therapeutic interventions and rehabilitative care

Each clinical experience course has criteria listed within the respective syllabi for progression to the next clinical experience course. Criteria include skill completion and performance milestones on the Preceptor Evaluation of Student and performing of clinical skills assigned to the clinical course. *Failure to perform assigned skills for each clinical experience course will delay progression to the next clinical experience course.* Skill completion is recorded in Typhon and must be approved by the MAT student's preceptor. Failure to achieve the Preceptor Evaluation of Student criteria will result in the MAT student completing an action plan prior to progression to the next clinical course.

In the event that a MAT student, after multiple attempts to remediate, fails to meet the requirements for clinical experiences, that MAT student may be subject to procedures as outlined in the Review Process of Substandard Academic and Clinical Performance, located on page 20 of this handbook.

Throughout the year, MAT students will have the opportunity to attend unique educational opportunities (e.g. SWATA symposium) and participate in supervised clinical experiences (e.g. Ironman, Houston Marathon, etc.). The student's respective director of clinical education may approve these events to count for clinical education hours. In such cases, and because these experiences are not tied to the MAT student's assigned clinical site, it is permissible for the MAT student to exceed 40 hours of clinical education in a single week and/or attend clinical education for more than six consecutive days.

GUIDELINES FOR CLINICAL SITE PLACEMENT

All clinical education site placements are determined by MAT program faculty. MAT students enrolled in Clinical Education I-VI will be assigned by their respective director of clinical education to various clinical sites in order to meet the CAATE-required clinical experiences outlined in the prior section. During Clinical Education IV – a point at which students have had the opportunity to experience most all MAT-associated clinical settings – 2nd year MAT students will be provided an opportunity to rank MAT clinical settings in order to establish their preference for placement during Clinical Education V and VI. Rankings should be based on the educational opportunities available at each site rather than any preference to be mentored by a specific preceptor, as in the event that a preceptor does not return for the following academic year, the student's site assignment would not change.

Final clinical assignments made for Clinical Education V and VI are based upon a variety of factors that can include the number of available clinical sites, the total number of MAT students that can be assigned to each site for a quality clinical experience, and the 2nd-year MAT student's preferences. For example, only one 2nd year student may be assigned to a clinical site with relatively few athletes or with multiple first-year students also assigned there. This approach helps encourage a high patient-encounter rate per student, ensures exposure to a wide variety of injuries and conditions, and grants the 2nd-year student opportunities to take on progressive responsibilities including mentorship of first-year students who are assigned to the same site.

It is possible that a situation could arise in which multiple students highly-rank a clinical setting that would only accept a single 2nd-year student. In such cases, MAT faculty will make a final decision for student placement that may be based in part on discussions with the relevant preceptor, prior preceptor evaluations, or other factors.

Certain clinical education opportunities may be designated as 'specialty' placements in that they can involve a selective process in which the clinical site may consider factors such as an MAT student's prior experience, existing qualifications, professional interests, or career aspirations when determining student placement. Assignment of an MAT student into such a settings may involve an additional application and selection process. Any MAT student interested in being considered for a specialty clinical opportunity must follow all instructions and timelines communicated by MAT faculty regarding the application and interview process. Furthermore, all interviews for specialty clinical opportunities should expect to be completed prior to the final clinical site ranking process for Clinical Education V and VI. Participation in such the specialty placement process does not guarantee assignment at that site. Final placement decisions remain the responsibility of MAT program faculty in collaboration with the clinical site.

Due to application timelines, site coordination logistics, and the expectation that specialty placements align with clearly defined professional goals, students may not interview for more than one specialty clinical opportunity for Clinical Education V and VI.

CLINICAL CASE REPORT GUIDELINES

Overview and Purpose:

The purpose of conducting a clinical case report is to expose the MAT student to an organized way of developing clinical reasoning skills which are based on the knowledge, skills and behaviors that the student develops in MAT program lecture, lab and clinical experience courses.

Identifying a Clinical Case Study:

Clinical case reports are designed to provide information specific to a *unique* injury or intervention with the intent of making the medical community aware of either a unique injury/condition or aware of a successful/non-successful intervention. Injuries which are rare or 'exciting' are not necessarily qualified for a case report if prior knowledge of the events surrounding that injury have already been reported.

Working with one of your assigned preceptors each semester, you will collect relevant data specific to a unique injury, condition, or treatment that you will formulate into a clinical case report based on the following guidelines:

- 1) The clinical case report must be pre-approved by the director of clinical education using the approval form found online in the clinical education course
- 3) You must obtain a signed waiver from the athlete/patient/client (and parents if the athlete/patient/client is a minor) prior to initiating any work on the clinical case report (e.g. writing, medical history, etc.). Without a signed waiver, the clinical case report cannot be submitted for a grade. This waiver must not be obtained until you have received approval for the clinical case report by the director of clinical education. In the event your chosen clinical case report is not approved by the patient (and, if necessary, the patient's parent or guardian), you will need to seek out a different clinical case report.
- 4) You cannot repeat data collected from an injury/condition from which you or another MAT student has previously reported. For instance, if you (or another student) reported a clinical case in semester II, you (or another student) may not use this data for a clinical case report in semester VI. The sole exception is if the injury/condition has had a significant turn of events such as re-injury or non-healing that was not included as part of a previously reported clinical case report. If this occurs, you must obtain approval from the course instructor to again report on this injury. If approved you must also obtain a new (or updated) signed waiver.
- 5) The clinical case report must be written using scientific writing and adhering to the content and formatting guidelines provided in the case report writing guide provided in your clinical education course. A portion of the grade will be based on clear and professional writing. All MAT students have been provided access to a writing guide to assist them in the development of their case report. It is strongly recommended that the MAT student read and review this writing guide prior to starting their case report.
- 6) During an MAT student's time in the MAT program, and as a requirement of the completion of the degree, one case report must be submitted (not necessarily *accepted*) for publication/presentation to either a professional conference or journal (e.g. SWATA, NATA, JAT, etc.) Failure to submit at least one case study will disqualify you from completing the MAT degree.

PROFESSIONAL ETHICS, EXPECTATIONS & BEHAVIORAL STANDARDS

The highest of professional ethics, expectations, and behaviors are expected of all MAT students at the University of Houston in every aspect of their involvement in the MAT program (i.e. classroom, clinical experience, volunteerism, social media, community involvement, etc.).

The following standards and guidelines will serve to help the MAT student better self-monitor, evaluate and understand their own professional identity as well as assist him/her in completing the academic and clinical experience requirements leading to the Master of Athletic Training degree at the University of Houston.

The following items outlined, combined with other documents in the MAT program Student Handbook will serve as guidelines, expectations, and standards for the MAT student in the completion of the degree. These guidelines, expectations, and standards will help the MAT student become familiar with the BOC Standards of Professional Practice, the NATA Code of Ethics, and the State of Texas Advisory Board of Athletic Training in an effort to make a successful transition from MAT student to professional Certified Athletic Trainer.

STANDARD I. COMPETENCE:

Competence is demonstrated in many ways including preparing and actively participating in various learning activities (classroom, laboratory and clinical experience), striving for mastery in all areas of their education and having the ability to accurately reflect on such experiences. The MAT student masters the basic knowledge, skills, and behaviors relevant to all practice domains of Athletic Training. These domains include Domain I: Risk Reduction, Wellness and Health Literacy, Domain II: Assessment, Evaluation and Diagnosis Immediate and Emergency Care, Domain III: Critical Incident Management Healthcare Administration and Professional Responsibility, Domain IV: Therapeutic Intervention, and Domain V: Healthcare Administration and Professional Responsibility.

STANDARD II. HONESTY:

The MAT student recognizes that athletic training is fundamentally dependent on the most accurate and honest information and knowledge so that any acceptance or promotion of dishonesty will threaten to devalue the profession of Athletic Training. In support of the University of Houston's Student Code of Conduct (<https://www.uh.edu/dos/behavior-conduct/student-code-of-conduct/>), the MAT student that strives for honesty will accurately report actions and events as well as avoid cheating, plagiarism or any dishonest behaviors and/or actions. Everything that is presented to the Master of Athletic Training Program (examinations, case studies, assignments, clinical experience, etc.) will be the MAT student's original work with no falsification or plagiarism of information. The MAT student will recognize that a commitment to honesty requires not only that the MAT student avoid any dishonest behavior (e.g. falsely logging clinical hours, sharing of exam content, etc.) but also report observed instances of dishonesty to the appropriate authorities, regardless of his/her relationship to the subject of the report. Any intent by a MAT student to intentionally mislead or deceive MAT program administrators (i.e. faculty, preceptors) or university administration will subject that MAT student to disciplinary action that can include dismissal from the MAT program.

STANDARD III. COMPASSION:

The MAT student is compassionate, using empathy to sense other patients'/clients' concerns and is always willing to identify, articulate, and respond to the psycho-social needs of the patient/client. The MAT student will actively listen and respond with empathy to patients/clients. The MAT student will assist fellow classmates in dealing with the challenges of a professional program. The MAT student will seek and accept constructive feedback from preceptors, Clinical Staff, and Academic Faculty regarding the effect of his/her behavior on others.

STANDARD IV. RESPECT FOR OTHERS:

A. Consistent with the BOC 'Standards of Professional Practice', the MAT student respects and safeguards his or her relationship of trust and confidence with the patient and does not exploit his or her relationship with the patient for personal or financial gain. Furthermore, the MAT student respects the expertise and responsibility of all health care providers involved in a patient's care.

B. The MAT student striving to respect others will respect the personal boundaries of others and will avoid any discrimination of other individuals. The MAT student will honor differences and diversity in people and demonstrate an awareness of how such differences affect personal and professional interactions. Respect will be shown in all settings of the Master of Athletic Training program (classroom, laboratories, clinical experience, etc.). The MAT student maintains attitudes and behaviors that communicate respect. The value and dignity of others is expected in all encounters. Because respect requires an appreciation of feelings, beliefs and experiences of others, the MAT student takes an interest in all people regardless of race, religion, ethnicity, sexual orientation, political affiliation, or socio-economic status.

STANDARD V. PROFESSIONAL RESPONSIBILITY:

The MAT student that has accepted professional responsibility will contribute to a positive learning (academic & clinical) environment. The MAT student will be an active and punctual participant for all activities (classroom, laboratories, clinical experience, etc.) that are integral parts of the learning experience. The MAT student will take responsibility of notifying others (Academic Faculty, Clinical Staff, preceptors) in advance whenever possible, when an unavoidable absence or tardiness occurs. It is the responsibility of the MAT student to complete all missed assignments. The MAT student must have the interpersonal skills to cope with the challenges and conflicts that are inherent to the Athletic Training profession. The MAT student will demonstrate a willingness and ability to identify, discuss, confront and possibly seek the appropriate advice and help for their own problematic behaviors.

STANDARD VI. SOCIAL RESPONSIBILITY:

The MAT student realizes that all people live in societies that profoundly influence an individual's race, religion, ethnicity, sexual orientation, political affiliation, or socio-economic status. The MAT student will honor the obligation and responsibility of conducting themselves with pride, respect and dignity towards others at all times. The socially responsible MAT student will be able to identify the multiple social factors that influence patients/clients and the MAT student's actions and attitudes. The MAT student will be proactive in addressing the psycho-social factors that adversely affect others.

RETENTION POLICIES & PROCEDURES

After students have been formally accepted into the MAT program at the University of Houston, the MAT student must maintain an overall G.P.A. of 3.0 and/or receive no more than one grade of “C” or any grade less than a “C” in any of the required MAT program courses. Upon receiving their first course grade of “C” in the program, an MAT student will enter into a ‘probation’ status. When a student falls below the required G.P.A. and/or receives a grade of “C” in two or more classes and/or any grade less than a “C” in any one class, the MAT student will be dismissed from the MAT program.

Students who have been academically removed from the program and wish to re-enter the program must retake any course in which they earned a “C” prior to continuing on full-time in the MAT program, and must earn a grade of “B” or higher in that course. Any student who re-enters the program and subsequently earns another grade of “C” will be academically removed from the program and will not be permitted to re-enter the program at any point in the future.

Should the MAT student who has been dismissed from the MAT program wish to file a grievance, he/she must follow the guidelines as defined at the following link:

<http://www.uh.edu/class/students/graduate/academics-planning/policies-procedures/index.php>

UNIVERSITY OF HOUSTON STUDENT HANDBOOK

[University of Houston Student Handbook](#)

UNIVERSITY OF HOUSTON GRADUATE STUDENT CATALOG

[University of Houston Graduate Student Catalog](#)

REVIEW PROCESS OF SUBSTANDARD ACADEMIC AND CLINICAL PERFORMANCE

At the end of each academic semester, the MAT program Selection and Retention Committee will review the academic status of each MAT student. In the event that a course instructor or preceptor reports that the behavior and/or performance of an MAT student (academically or clinically) warrants a review, the outline below provides the procedures that will be followed for this process.

Procedure 1. Course Instructor/Preceptor Defines Problem:

1. Course instructor or preceptor identifies the problem, documents the issue, and forwards the issue to the Selection and Retention committee.
 - a. Selection and Retention Committee representative meets with course instructor/preceptor
 - b. Selection and Retention Committee meet with the MAT student
 - c. Selection and Retention Committee determines appropriate remediation with specific timelines implemented
2. Upon determination of an infraction of the MAT Program Handbook, the MAT Program Selection & Retention Committee will make a decision that will consist of one of the following:
 - a. Verbal Warning
 - b. Formal Write-Up
 - c. Suspension
 - d. Probation
 - e. Dismissal
3. A copy of the issue and decision will be placed in the MAT student's file

Upon final determination of an MAT student's status, the MAT student has the right to file an appeal through the University as outlined in the UH student handbook.

DRESS CODE

The Master of Athletic Training Program at the University of Houston is a professional graduate health care program preparing each student for the professional rigors of Athletic Training. The faculty, staff, preceptors, and administrators associated with the MAT program and the University of Houston are dedicated to upholding the highest possible practices and standards associated with the field of Athletic Training.

The MAT student is required to uphold and adhere to the following guidelines at all times. Failure to do so will result in disciplinary action, and repeated actions will result in dismissal of the MAT student from the MAT Program at the University of Houston. Furthermore, MAT students must adhere, understand, and comply with the attire guidelines and professional expectations required of them at each assigned clinical experience (i.e. physician office, football practice, etc.) which may differ not only from what is acceptable in the MAT classroom/labs but also may differ between clinical sites. Appropriate attire expectations must also be adhered to at all professional development opportunities. The MAT student must make every attempt to adhere to the attire expectations of the professionals associated with those settings.

Classroom / Clinical site activity and professional development:

1. MAT program / approved clinical site t-shirt or collared shirt is recommended for classroom activity. MAT program collared shirt is required for all professional development meetings (e.g. clinical meeting, interprofessional education, etc.).
 - a. Shirts will be clean and neat
2. Khaki shorts/pants, scrub pants, or other business casual pants/shorts.
 - a. Shorts will be expected to be of a length appropriate for a professional medical setting
 - b. Lab activities may require mesh shorts.
3. Closed toe shoes should be worn at all times
 - a. Dress shoes may be an exception for certain situations (e.g. professional presentations)
4. Piercings and tattoos are permitted so long as they are not offensive or distracting.
5. Hair (including facial hair), makeup, and jewelry should be acceptable for a healthcare facility
 - a. Hair should be held back with a headband and/or hair tie
 - b. Hair, makeup, and jewelry must be hygienic and should not interfere with patient care
 - i. The MAT student should consider how the length of fingernails, loose-fitting clothing, or unkept hair, can interfere with wound care, manual therapy, and other treatments.
6. University of Houston student identification must be visible when required to be worn
7. Tobacco use of any kind is prohibited at all times during clinical education
8. For virtual activities, the MAT student is expected to be appropriately dressed and seated with their camera on, unless other arrangements have been made prior.

Clinical Experiences:

Depending on the clinical experience assignment, it may be required that you wear professional dress (business suit, etc.), a t-shirt and mesh shorts, or scrubs. It is the MAT student's responsibility to verify each site's appropriate attire expectations with their assigned preceptor.

The MAT student should also be aware that some clinical sites may be 'rivals' with other MAT sites. Therefore, always make a sound effort to wear site-specific clothing at your assigned clinical experience site (e.g. avoid wearing Pearland clothing at Dawson High.), or check with your preceptor as to the appropriateness of wearing certain non-assigned clothing. Examples of non-appropriate attire during any portion of activity associated with the MAT program (e.g. classroom, lab, clinical experience) include but are not limited to: leggings, yoga pants, tank tops, inappropriate-length shorts, compression wear, non-site-specific University/College attire (other than those that are affiliated with the MAT Program), etc.

Individual clinical sites and preceptors may require the use of that particular site's policy and procedures to be adhered to including policies related to attire. It is the responsibility of the MAT student to adhere to and maintain the individual standards of each individual site, and discuss any concerns with their assigned site preceptor.

The MAT Program faculty and associated preceptors have the right to interpret what is appropriate and professional at any time, and should be expected to discuss any conflicts with MAT students as appropriate. Failure to comply with the MAT Program dress code can result in dismissal from the classroom and/or clinical site. Repeated violations of the policy will result in disciplinary actions and subject to review according to the policies relating to sub-standard performance.

MAT STUDENT PROFESSIONAL DEVELOPMENT PLAN

Applies to: Clinical Education III and Clinical Education VI

As part of the UH Master of Athletic Training Program curriculum, students are encouraged to engage in professional development activities that support the growth of their professional identity, community engagement, and readiness for practice. These activities are designed to help students build a professional portfolio that enhances their resumes and provides program faculty with examples of non-classroom and non-clinical involvement for potential recommendation letters. Progress toward completing the activities outlined below will contribute to points assigned in Clinical Education III and Clinical Education VI. In addition to completing activities, students will also earn a secondary point component by reflecting on their professional development experiences during each year of the program. As outlined by CAATE Standard IV.15 (self-assess competence and develop professional development plans), first-year MAT students will reflect on their experiences and set goals for their second year, while second-year students will reflect on their cumulative experiences and outline plans for continued growth as they transition into professional practice. Detailed rubrics and assignment descriptions will be provided within the respective courses. Students are encouraged to continuously build upon their professional development activities throughout the year.

Event Goals Recommended by Course:

- **Clinical Education III (Year 1 Spring):**
 - o Goal: 1 event per category (3 total)
- **Clinical Education VI (Year 2 Spring):**
 - o Goal: 3 events for category A, 2 events for category B, and 3 events for category C

Note: Events completed during previous semesters (including summer and fall) may count toward the available points allocated for Clinical Education III and Clinical Education VI – at the student’s respective director of clinical education’s discretion. In Clinical Education VI, students will receive credit for both previously completed activities and new activities that demonstrate continued progress in building their professional portfolios. The recommended amount of event participation throughout the students' time in the program is cumulative. This is why the event goal for Clinical Education VI is higher than that of Clinical Education III, it encourages students to continuously engage in professional development activities throughout the program and provides a second opportunity to earn points if goals were not met in Clinical Education III. To receive credit, students must submit proof of activity completion in the designated assignment folder by the due date specified in the syllabus. Before participating in an event, students are encouraged to consult with their director of clinical education to confirm that the event qualifies for credit and to verify what documentation will be accepted as proof.

Professional Development Categories

Category A: Professional Learning Events (Non-Program-Required Continuing Education)

Activities in this category are related to ongoing education in athletic training or sports medicine and promote lifelong learning and professional engagement.

Examples include:

- Attendance at SWATA, NATA, or the SWATA Student Development Workshop
- Attendance at conferences or interprofessional continuing education seminars related to sports healthcare (this applies only to continuing education seminars NOT required by the MAT program)
- Attendance at UH or affiliate health science seminars that are *not* required for course credit
- Involvement with an athletic training-related media publication (podcast, webinar)
- Participation in research (as a subject or researcher).
- Leadership position in a student, local, regional, or national organization

- Committee membership in a student, local, regional, or national organization.

Note: Students may only claim events they were present for and cannot count time spent in class-required events or lectures.

Category B: Athletic Training-Related Medical Volunteerism

Students may earn credit for participating in medical support roles at athletic or endurance events that are not associated with their clinical site assignments.

Examples include:

- Volunteering at the Chevron Houston Marathon, Texas 70.3 Ironman, or The Ironman North American Championship
- Providing medical services under a supervising preceptor at non-clinical-site tournaments or community sports events (e.g. preparticipation exams)

Note: A licensed and certified athletic trainer or physician must be present, directly supervising the MAT student, and serving as an approved preceptor if students are delivering healthcare services. These events should be external to assigned clinical education rotations.

Category C: Community Involvement (Non-Medical Volunteerism)

This category supports student development as engaged community members beyond the clinical role.

Examples include:

- Volunteering at the Houston Food Bank
- Participating in non-medical service events coordinated by UH or community partners
- Service projects through university clubs, organizations, or professional societies

Note: Students may not count events required in MAT courses

BLOODBORNE PATHOGEN AND INFECTIOUS DISEASE POLICY

Consistent with the University of Houston Biological Safety manual that outlines the requirements and guidelines for the safe handling of biological materials, The Master of Athletic Training program will enforce the same policy and procedures set forth by the University of Houston. This policy ensures that the safety of all members of the campus community is a primary concern of the University of Houston. The University demonstrates this concern through compliance and enforcement of federal, state, local, and University of Houston System rules and regulations to which the University is subject.

The University of Houston has developed a biological safety manual to serve as a guide for the safe and efficient operation of University facilities that work with biological agents and processes. In addition to policies, responsibilities and requirements for working with biological materials, this manual contains helpful information for the day-to-day management of your laboratory. For additional information or clarification of the contents of this manual please contact Biological Safety at the number listed below.

The contents of the manual can be found at the following link:
<https://www.uh.edu/ehs/manuals/files/biological-safety-manual.pdf>

HELPFUL TELEPHONE NUMBERS AND CONTACT INFORMATION

Environmental Health and Safety (EHS)	(713) 743-5858
Biological Safety Manager	(713) 743-1200
Safety Specialists (for Biosafety)	(713) 743-4055 (713) 743-3324
University Health Center	(713) 743-5151
University of Houston Department of Public Safety	(713) 743-3333

COMMUNICABLE DISEASE POLICY

Communicable diseases result from micro-organisms that can be transmitted from person-to-person, via animals, food and drink, surfaces, and/or air. Vehicles used to transmit disease can include body fluids, contact with infected surfaces, and/or inhaling air from an infected individual. Common communicable diseases include, but are not limited to:

- Ebola
- Enterovirus D68
- Flu
- Hantavirus
- HIV/AIDS
- Measles
- MRSA
- Pertussis
- Rhinopharyngitis
- Sexually Transmitted Disease
- Shigellosis
- Tuberculosis
- West Nile Virus
- COVID

While you are an MAT student at the University of Houston, there is a possibility that while participating in clinical experience you may become ill with a communicable disease (i.e influenza). This communicable disease policy has been developed to identify those instances and to outline appropriate action when they occur. This policy will help ensure the safety of the patient/athlete, personnel of the clinical site and MAT program, and/or MAT student.

During those instances that an MAT student feels that he or she has contracted a communicable disease, the following steps should be initiated to provide assistance with the proper course of action:

1. The MAT student should immediately notify his or her course instructor, preceptor, Clinical Education Coordinator, and MAT Program Director prior to being absent from class or clinical experience
2. The MAT student should contact the University of Houston's Health Center or their personal medical professional (e.g. nurse practitioner, physician) for evaluation if uncertain of the severity of the condition
3. If the MAT student is diagnosed with a communicable disease (e.g. influenza), patient care / clinical experience should NOT be conducted until either all signs and symptoms resolve or the treating medical professional provides full clearance
 - If the MAT student is running a fever (temperature $\geq 101.4^{\circ}\text{F}$), he or she is NOT permitted to attend class or clinical experience until the fever has been resolved for a 24-hour period
4. If an MAT student seeks care from a medical professional for a communicable disease, that student must provide written documentation (i.e. clearance) from that medical professional to the MAT Program Director and Clinical Coordinator
5. *It is the MAT student's responsibility to effectively communicate daily with their course instructor, assigned preceptor, Clinical Coordinator, and Program Director regarding an expected return date as well as obtaining necessary information regarding missed coursework.* Missed course work and/or exam make-up will be permitted with appropriate communication with the MAT student's course instructor and/or proper documentation from their medical professional regarding the fever or illness.

Tips for preventing the spread of communicable diseases

- Allow adequate time for recovery from illness
- Frequent handwashing, especially after restroom use, patient care, and sneezing/coughing
- Avoid excessive touching of one's mouth and nose

HEALTH INSURANCE COVERAGE POLICY

Students enrolled in the MAT program should be aware that personal health status may change at any time during the course of the program. Participation in the MAT program involves both didactic and clinical education experiences that may place students in physically demanding and sometimes unpredictable environments. Furthermore, clinical education experiences may include, but are not limited to, extended periods of standing, walking, lifting, and providing patient care in varied settings. Students may also be required to complete clinical assignments in outdoor environments, including prolonged exposure to the south Texas heat and humidity. At all times, MAT students are expected to exercise appropriate self-monitoring, hydration, and heat illness prevention strategies, and to communicate any health concerns to their preceptor and program faculty in a timely manner.

Active health insurance coverage is not a requirement for formal admission or continued enrollment in the MAT program. However, all MAT students are strongly encouraged to maintain continuous and active health insurance coverage throughout their time in the program due to the potential for illness or injury at times, including as a result of engaging in classroom events or clinical education experiences. Furthermore, certain clinical education sites may require proof of active health insurance as a condition of student placement. In such cases, all assigned MAT students will be required to obtain and maintain appropriate health insurance coverage in order to participate at those designated clinical sites.

Prior to participating in any clinical education experience, all MAT students are required to sign and submit the University of Houston *Release and Indemnification Agreement*. This agreement is a mandatory condition of participation in clinical education and must be completed prior to any direct patient care or clinical assignment.

PATIENT CONFIDENTIALITY AGREEMENT

Consistent with the Board of Certification for Athletic Training, Code of Professional Responsibility for the Athletic Trainer (BOC 1.4) which states that an individual must “maintain the confidentiality of patient information in accordance with applicable law”, the National Athletic Trainers’ Association Code of Ethics (NATA 1.3) which states that “members shall preserve the confidentiality of privileged information, and shall not release such information to a third party not involved in the patient’s care without a release unless required by law”, and the Texas Advisory Board of Athletic Trainers (871.13-n) which states that “a licensee shall not violate any provision of any Federal or State statute relating to confidential medical communications and/or records”, and, patient information must be maintained in accordance with applicable law.

Health Insurance Portability and Accountability Act (HIPAA) - 1996

HIPAA is the acronym for the Health Insurance Portability and Accountability Act that was passed by Congress in 1996. HIPAA does the following:

- Provides the ability to transfer and continue health insurance coverage for millions of American workers and their families when they change or lose their jobs
- Reduces health care fraud and abuse
- Mandates industry-wide standards for health care information on electronic billing and other processes; and
- Requires the protection and confidential handling of protected health information

POLICY REGARDING CONFIDENTIAL INFORMATION

The student will use confidential information only as needed to perform the duties as a student in the Master of Athletic Training program. This means, among other things, that:

- The MAT student will only access confidential information for which the MAT student has a need to know.
- The MAT student will respect the confidentiality of any verbal communication or reports printed from any information system containing patient's/client's information and handle, store and dispose of these reports appropriately at the University and associated clinical agency.
- The MAT student will not in any way divulge, copy, release, loan, alter, or destroy any confidential information except as properly authorized within the scope of all professional activities.
- The MAT student will carefully protect all confidential information. The student will take every precaution so that the patient/client, their families, or other persons do not overhear conversations concerning patient/client care or have the opportunity to view client/patient records.
- The MAT student will comply with all policies and procedures and other rules of the University and associated agencies relating to confidentiality of information and access codes.
- The MAT student will understand that the information accessed through all clinical information systems agencies contains sensitive and confidential patient/client care, business, financial and hospital employee information that should only be disclosed to those authorized to receive it.
- The MAT student will not knowingly include or cause to be included in any record or report false, inaccurate or misleading entry.

The MAT student must understand that violation of this Confidentiality Agreement may result in program and/or legal disciplinary action which may include monetary fines.

SOCIAL RELATIONSHIP POLICY

The field of athletic training is a health care profession which involves caring, concern, discipline, and self-awareness. The MAT student should be aware of the potential problems with social relationships that may exist with an athlete/patient/client or fellow MAT student.

1. An amorous or social relationship between a MAT student and an athlete/patient/client or fellow MAT student may impair or undermine the ongoing trust needed for provision of effective athletic training knowledge, skills, and behaviors. Clinically, because of the MAT student's role and influence over the athlete/patient/client, inherently conflicting interests and perceptions of unfair advantage can arise when an MAT student assumes or maintains medical responsibility for an athlete/patient/client. Furthermore, in the event that there is a personal relationship between one MAT student and another, such a relationship can interfere with the ability of those students to provide quality patient care as well as act professionally as a representative of the MAT program. Therefore, it is the policy of the University of Houston's Master of Athletic Training program that *each MAT student who has medical responsibilities for athletes/patients/clients shall not assume or maintain medical responsibility for an athlete/patient/client with whom the MAT student has engaged in amorous or social relations, even if such relations were consensual*. In addition, MAT students who are in a relationship will not be placed in a clinical experience assignment together, along with any situation involving an amorous relationship with a team or site staff member. If such amorous or social relationships predate the assumption of medical responsibility with an athlete/patient/client, between MAT students, or between an MAT student and clinical site staff (e.g. coaches, preceptors, etc.) the MAT student must immediately disclose the amorous or social relationship to the MAT Program Director and/or their director of clinical education, who shall promptly arrange other clinical experience assignment(s) for the MAT student(s).
2. Violating this policy will subject the MAT student to processes outlined in the Review Process of Substandard Academic and Clinical Performance. The Selection and Retention Committee will review alleged violations of this policy. Violations of the policy may result in actions applied to the MAT student that include but are not limited to suspension or dismissal from the MAT Program.

SOCIAL MEDIA POLICY

(Facebook, X, Snapchat, Instagram, TikTok, etc.)

- 1. Be truthful about who you are:** Understand that you are posting as an individual, not as a representative of the University of Houston or the Master of Athletic Training program. You may denote that you are a student of the University of Houston but, unless given specific authority to do so, may not state that you speak on behalf of, or for, the Master of Athletic Training program or the University.
- 2. Never post under an assumed or stolen name:** Use your real name when posting. Using an “undercover” alias or someone else’s profile to keep yourself hidden in order to make inflammatory statements is not a good practice and shows that you do not want to stand behind your statements.
- 3. Be civil:** Discussions, even heated discussions, need not degrade into name calling laced with profanity. Postings using such language or posting defamatory messages reflect poorly on the messenger and can be harmful to the recipient.
- 4. Exercise good judgment in what you post:** Once your words or images are posted to a social media site or service, they can be passed around from person to person *ad infinitum* and will last forever. Before you post something, make sure it will not have negative repercussions.
- 5. Respect confidentiality:** Once posted, there is no such thing as confidentiality. The best policy is to not post anything you believe is to be held in confidence.
- 6. Be aware of your words and the law:** Slander and libel (false or unjustified injury of the good reputation of another in speech or in writing) laws extend to the Internet as well as into the social networks as do a myriad of laws covering divulged trade secrets, medical information, and other legal matters. Err on the side of caution if you are uncertain of legal ramifications.
- 7. Be professional:** MAT students should avoid making even generic negative statements about the institution, its students or other groups of employees.
- 8. Photography/copyright:** Copyright protection of personal images, text and other intellectual property extends to the Internet and must be respected. Just because an item is easy to download and repost does not mean that it should be done. As a rule of thumb, to avoid any copyright infringement, ask and receive permission before reposting any image or text found on the Internet or create the image or text yourself.

ELECTRONIC COMMUNICATION POLICY

PURPOSE OF THIS POLICY

There is an ever-increasing reliance on electronic forms of communication (e.g. email, text) among faculty, staff and students at the University of Houston. In particular, e-mail, text messaging, and instant messaging have become an efficient, fast, and cost-effective method of communication that has many advantages over printed communication. Because of the importance of these types of communication, ***electronic communication is considered one of the official forms of communication at the University.*** This policy ensures that students will have access to a university e-mail account, outlines the student's responsibilities in having such an account, and establishes expectations for electronic communication between faculty and MAT students for educational purposes and between the University and students for university business purposes.

ASSIGNMENT OF STUDENT E-MAIL

The University will automatically assign each student a University e-mail address at the time of first enrollment. All student e-mail accounts should be password-protected. As indicated in the University's Information Technology (UIT) security website (<http://www.uh.edu/infotech/security/index.php>), ensuring the privacy and security of e-mail accounts and e-mail correspondence depends on the appropriate use and protection of user IDs and passwords. Students should read and be familiar with this policy. This e-mail address will be in effect during the student's academic career. **All uses of electronic communication for official communication should be consistent with the Family Educational Rights and Privacy Act (FERPA), and in cases where athlete/patient/client care is being discussed, Health Insurance Portability and Accountability Act (HIPAA) compliance must be maintained at all times.**

COMMUNICATION WITH MASTER OF ATHLETIC TRAINING STUDENTS

Master of Athletic Training Program faculty, staff, and preceptors determine how electronic communication will be used in their classes/clinical experience and should specify electronic communication requirements and expectations in course syllabi and during clinical experience assignments. The UH email alias policy can be found at: <http://www.uh.edu/infotech/services/accounts/email/alias/index.php>. The MAT program's official use of program-related electronic communication will occur through email.

STUDENT USE OF - AND RESPONSIBILITIES ASSOCIATED WITH - UNIVERSITY E-MAIL

Students are expected to check their official (i.e. cougarnet.uh.edu) e-mail accounts on a frequent, ongoing, and consistent basis in order to receive MAT program, Departmental, and University communications in a timely manner. ***It is expected that MAT students check their UH-assigned email multiple times per day.*** It is the student's responsibility to report any problems with e-mail accounts to UIT.

DRUG TESTING AND CRIMINAL BACKGROUND CHECK POLICY

The Master of Athletic Training program students will be engaging in clinical experience working with various populations of patients/clients. Consistent with protocols of healthcare facilities, Master of Athletic Training program students will undergo both a drug test and a criminal background check administered by castlebranch.com prior to the beginning of clinical experience. The cost of both the drug test and criminal background check will be the responsibility of the student. For more information regarding castlebranch.com, please visit the following link: [myCB - Home \(castlebranch.com\)](http://myCB-Home.castlebranch.com).

After the initial drug test and criminal background check has been completed, a student may be required to obtain another drug test or criminal background check if the MAT program has reason to pursue such a cause or if requested by a MAT clinical site.

The procedures for students who fail the initial drug test:

- 1) Removed from clinical experience and required to submit a second drug-test at the student's expense within 24 hours of the Master of Athletic Trainer Program Director being notified of the results
- 2) If the results of the second test are normal, the student will be immediately reinstated
- 3) If the results of the second test are abnormal, the student will be suspended from clinical experience and required to attend mandatory drug and/or alcohol counseling
- 4) The student may be readmitted to the Master of Athletic Training program only after proof that he/she has attended mandatory counseling on a consistent basis and has submitted the results of a "normal" third drug test taken at the student's expense
- 5) If a student fails the third drug test, he or she will be immediately dismissed from the Master of Athletic Training program.

Students who are concerned about valid medications producing a positive drug test are recommended to bring those medications to the testing site.

Consistent with University of Houston Policies and Procedures for Student Conduct, any student admitting or proven to have violated the University Houston's Student Disciplinary Policies and Procedures regarding the unlawful possession, use, or distribution of illicit drugs and alcohol on campus or at a University-sponsored event (see Student Disciplinary Policies and Procedures Section at the link below) will be subject to disciplinary action. Furthermore, in accordance with the Board of Certification for Athletic Training Code of Professional Responsibility (1.3), the Master of Athletic Training program has a responsibility to "take appropriate action to protect patients from Athletic Trainers or other healthcare providers or Athletic Training students who are incompetent, impaired, or engaged in illegal or unethical practice." Additionally, the Texas Advisory Board of Athletic Training (871.13 section E) states that "a licensee shall not abuse alcohol or drugs in any manner which detrimentally affects the provision of athletic training care".

For students seeking drug and/or alcohol counseling, please access the following link:

<https://www.uh.edu/human-resources/policies/Drug-and-Alcohol-Abuse-Prevention-Policy-2018.pdf>

SPORTS WAGERING POLICY

Consistent with the University of Houston, NCAA rules and the National Athletic Trainers' Association Code of Ethics (4.3), members of the Master of Athletic Training program will be prohibited from participating in gambling activities on amateur, intercollegiate or professional sports. Such prohibited activities include:

- 1) Providing information to individuals involved in organized gambling activities
- 2) Soliciting or accepting a bet on any intercollegiate or professional sports team or event
- 3) Participating in any wagering activities that involve risking money or any tangible items on the outcome of an athletic contest, event, tournament or season (i.e., NCAA basketball tournaments pools of any kind, Super Bowl bets, fantasy leagues that require an entry fee and provide winnings)
- 4) Participating in any gambling activities that involve intercollegiate or professional athletics, through a bookmaker, a parlay card or any other method employed by organized gambling
- 5) Engaging in activities designed to influence the outcome of an intercollegiate athletics contest or affect the win-loss margin (i.e., "point shaving") of a contest.

Participation in these impermissible gambling activities is a serious violation of NCAA and University of Houston rules and can result in dismissal from the Master of Athletic Training program.

NCAA Sports Wagering FAQs: <https://www.ncaa.org/sports/2016/4/29/sports-wagering.aspx>

FINANCIAL RESPONSIBILITIES

In addition to the regular university fees listed in the General Catalogue, Master of Athletic Training students must assume cost for equipment and supplies, field experience transportation, lab fees, drug testing, and criminal background checks. These expected costs are estimated as follows:

University Tuition Costs and Fees (Subject to Change)

In-state tuition (Resident of TX)	Out-of-state tuition (Non-Resident of TX)
\$412.74 per credit hour	\$917.74 per credit hour
Required University and Department Fees:	\$5,000
Total cost for 57 hours = \$28,526.18	Total cost for 57 hours = \$57,311.18

Required Program Fees (costs are approximate and not all-inclusive)

Laptop/Tablet device (Microsoft compatible)	\$300-500
BOC Exam Prep Practice Exams (x3)	\$90
<i>Complete Anatomy</i> subscription	\$40
Typhon Student Account (<i>one-time purchase</i>)	\$100
MAT-required uniforms	\$200 (some costs are offset by Dept.)
Liability insurance (<i>annually</i>)	\$40 (determined by provider)
NATA membership (<i>annually</i>)	\$92 (costs set by NATA)
Drug testing and background check	\$80
CPR certification	\$50
Parking - UH and at clinical sites (Average cost per year)	\$500
BOC Exam (per attempt)	\$375
Total Cost	~\$2,000

Other Associated Costs

Reliable vehicle	Dependent upon fuel costs, distance traveled
Housing	Dependent upon location/roommates
Food	Varies
University Health Insurance	\$550 (cost set by UH)
Total costs:	\$550 + food, housing, transportation

Approximate total required costs (in-state):	Approximate total required costs (out-of-state):
\$31,076 + food, housing & transportation	\$60,146 + food, housing & transportation

For the most up-to-date information associated with costs and fees, visit

<http://www.uh.edu/financial/graduate/tuition-fees/tuition/>

ATTENDANCE AND OUTSIDE EMPLOYMENT POLICY

If an MAT student engages in outside employment, they may not at any time represent the MAT program at the University of Houston. Furthermore, outside employment cannot interfere with any classroom (lecture/lab) or clinical experience assignments. Course assignments, exams, and/or clinical experience assignments will not be scheduled around the MAT student's outside employment obligations.

Because of the time obligations associated with the professional MAT program, it is highly recommended that MAT student's do not have outside employment or other commitments that interfere with academic or clinical experience obligations as a student in the MAT program.

Required meeting attendance

Clinical education meeting content is typically tied directly to one or more CAATE standards. As such, MAT students are required to attend all monthly clinical education meetings. Clinical education meetings are typically held on one Friday per month, but dates can vary from month to month depending upon subject matter expert (SME) availability.

Personal Time Off

The MAT student is allotted up to 2 personal days per semester that can be used to address physical health, sickness, mental health, etc., without affecting their course grade. These personal days cannot be utilized for exam dates or any major MAT program event (e.g. Houston Marathon) that the MAT student has signed up to attend, and cannot be used to extend a weekend (e.g. used on Friday and subsequent Monday) without *prior approval* from the MAT student's respective director of clinical education and preceptor.

Any personal day taken applies to both the classroom and clinical experiences. Therefore, when utilizing a personal day, the MAT student cannot attend classes nor attend clinical experiences. The MAT student is required to notify both their preceptor as well as the respective faculty member of their intent to use the personal day. *Any requests for a personal day must be approved by the MAT faculty member in order for the MAT student to be excused from that day's activities.* Failure to receive approval may prevent a student from making up any missed assignments, clinical hours, or other program-related activities.

If an MAT student needs to utilize more than the allotted 2 days offered in a semester, they must have documentation from a treating healthcare provider specifying a need for the additional personal/sickness days, and that documentation must outline any limitations, classroom/learning requirements, and/or accommodations required for their return. Failure to provide this documentation for additional days may void their ability to make up any missed assignments, clinical hours, etc.

If an MAT student's use of a personal day is related to issues such as stress, anxiety, or other psychological issue, please take advantage of the Counseling and Psychological Services (CAPS) center as well as your personal physician or the physicians located within the Student Health Center located immediately adjacent to the MAT area.

[CAPS: Counseling and Psychological Services - University of Houston \(uh.edu\)](https://uh.edu/caps)

MAT STUDENT INCLEMENT WEATHER POLICY

Inclement weather can create hazards for the MAT student specific to traveling to campus and/or clinical experience sites. The safety of the MAT student is at all times a priority of the MAT program, and at no time will clinical experience assignment attendance be expected during times of impending inclement weather. To stay up-to-date as to the campus' status specific to impending weather, it is imperative that everyone involved has their campus emergency information updated.

MAT program has developed the following policy for MAT students and assigned MAT program preceptors to assist all parties specific to clinical experience during times of evident or approaching inclement weather:

MAT Students:

Communication is key for keeping all involved parties aware of your situation. Ensure that upon starting a new clinical experience assignment you have both email and cell phone numbers of your assigned preceptor.

Campus/Site Closure: During those times that the UH Campus or off-campus site is closed due to inclement weather (e.g. flooding, approaching severe storm, etc.), MAT students will be excused from that day's clinical experience assignment. In the event that the campus/site opens late and/or closes early due to inclement weather, it is expected that the MAT student communicate with his or her assigned preceptor to discuss concerns specific to travel. Specific areas to discuss include potential hazards such as localized flooding in your part of town that may not affect the UH campus or off-campus clinical site itself.

Non-campus closure: In the event that inclement weather is occurring or is approaching and the UH campus does not intend to close, it is expected that the MAT student make a reasonable attempt to attend that day's clinical experience, including the possibility of arriving late as a result of allowing the inclement weather to pass. However, if the MAT student feels that hazards may exist specific to travel to or from campus (e.g. localized flooding), it is expected that the MAT student contact the preceptor via text or phone as early as possible to communicate any potential travel issues, and continue communications as needed for any continued disruption of the student's clinical site attendance due to inclement weather.

MAT STUDENT VERIFICATION SHEET

Upon having read through this MAT handbook, use the QR code below to sign *indicating that you have read, understand and will comply with the standards and expectations outlined in this handbook*. Please also understand that this handbook is a dynamic document and you may therefore be notified of updates and/or revisions at any time. Thank you.



https://universityofhouston.iad1.qualtrics.com/jfe/form/SV_9t6twyS5RplJIA