Indiana State University
Professional Athletic Training Program

STATE
Athletic Training
Policies and Procedures
Handbook

Edited: April 26, 2017

Approved by Athletic Training Program Committee: (May 8, 2017, 14-0-0)
Approved by the CHHS Student Affairs Committee: (Date, Vote)
Approved by CHHS Executive Committee: (Date, Vote)
Table of Contents
WELCOME ................................................................................................................. 4
MISSION STATEMENTS AND OUTCOMES ................................................................ 5
PROGRAM FACULTY AND ADMINISTRATION .......................................................... 7
Personnel Roles and Responsibilities ...................................................................... 8
APPLICATION AND ADMISSIONS REQUIREMENTS ................................................. 11
Application and Admission to the Professional Athletic Training Program .............. 11
ACADEMIC STANDARDS OF THE PROFESSIONAL ATHLETIC TRAINING PROGRAM ........................................................................................................... 11
Academic Expectations ......................................................................................... 11
Minimum Passing Grade ....................................................................................... 12
Remediation/Deceleration in Program Completion .................................................. 12
Procedures for Remediation/Deceleration .............................................................. 12
Academic Probation ............................................................................................. 13
Retention and Disciplinary Actions ....................................................................... 13
Attendance Policy .................................................................................................. 15
Graduation Requirements and Deadlines ............................................................... 15
Disability Accommodation .................................................................................... 16
Academic Advising ................................................................................................ 16
Request for Time Off / Leave of Absence / Resignation Policy ................................ 17
Program Enrollment Expenses ............................................................................. 17
Scholarships and Awards ....................................................................................... 18
STUDENT GRIEVANCE & APPEALS ..................................................................... 19
CLINICAL EDUCATION .......................................................................................... 20
Application of Skills .............................................................................................. 20
Completion of Clinical Integration Proficiencies ..................................................... 20
Benefits to Clinical Sites and Preceptors ............................................................... 20
Clinical Experience Expectations ........................................................................ 20
Attendance at Clinical Experiences ...................................................................... 21
Clinical Education Practicum Requirements ......................................................... 21
Clinical Supervision Policy ................................................................................... 22
Clinical Assignments ............................................................................................ 22
Additional Opportunities for Clinical Experiences ................................................ 22
Professional Behavior ........................................................................................... 24
Clinical Hour Reporting Policy ........................................................................... 26
Guiding Principles and Expectations .................................................................... 26
Driving Expectations ............................................................................................ 26
Travel during Clinical Experiences ....................................................................... 26
Dress/Appearance .................................................................................................. 27
Medical Pack ......................................................................................................... 27
Record Keeping and Healthcare Informatics .......................................................... 28
Dispensing Medications ....................................................................................... 28
Application of Therapeutic Interventions ............................................................. 28
Media ................................................................----------------------------------------------- 29
Confidentiality ....................................................................................................... 29
Cellular Phone Use .............................................................................................. 29
Infectious Disease Policy ....................................................................................... 29
Bloodborne Pathogen Exposure Control Plan and Annual Training Requirement .... 30
Universal Precautions ........................................................................................... 30
Fair Practice Work ................................................................................................ 31
Sexual Harassment Policy and Annual Training Requirement ................................ 31
Criminal Background Check/Fingerprinting Policy ............................................... 32
Appendices

Appendix A. Program of Study/Course Sequence ................................................................. 33
Appendix B. National Athletic Trainers’ Association Code of Ethics .................................. 34
Appendix C. BOC Standards of Professional Practice ......................................................... 36
Appendix D. Student Code of Conduct & Integrity ............................................................. 40
Appendix E. Medical Pack Signature Pages ......................................................................... 41
Appendix F. Sexual Harassment Policy .................................................................................. 42
Appendix G. Criminal Background Check .............................................................................. 47
Welcome to the Commission on the Accreditation of Athletic Training Education (CAATE) accredited Professional Athletic Training Education Program (PATP) at Indiana State University (ISU). Thank you for undergoing the rigorous application process and embarking on this journey with us. We have developed a curriculum to aid you in learning and focuses on a holistic approach to undergraduate education. We believe our curriculum will provide you with the most advanced theory and clinically-relevant experiences. Further, we encourage you to take pride in our internationally recognized Athletic Training programs. The size and diversity of our faculty and staff unmatched by any other Athletic Training program. We are proud of our illustrious alumni who are vast in number, qualifications, and successes and we look forward to the moment when you enter into the profession among all these colleagues.

The following documents have been prepared for the purpose of defining, instituting, and establishing an effective PATP at ISU. The purpose of this handbook is to inform the Athletic Training Students, Preceptors, and the Department of Applied Medicine and Rehabilitation Academic and Clinical Faculty of the policies and procedures governing the Professional ATP. This text will give direction to the Athletic Training Student and the Professional Staff when carrying out the normal daily activities of the PATP, along with making executive decisions. The materials are fashioned to maintain safe, careful, objective care for Indiana State University athletes and affiliated site athletes; also, to dispense for quality instruction in the Athletic Training Program.

I, ______________________________, have read and understand the PATP Policies and Procedures Handbook. I agree to abide by all policies found therein during my tenure in the PATP. If I fail to uphold this agreement, I am aware that I may be disciplined in accordance with program policy, inducing but not limited to probation or dismissal.

____________________________________  _________________
Student’s Signature  Date

Please return to the Program Director of the PATP each academic year by the end of the first week of classes.

**Students whom do not submit form to the Program Director will be removed from all clinical responsibilities until the signed document is returned.
MISSION STATEMENTS AND OUTCOMES

Indiana State University Mission Statement
Indiana State University, a doctoral research university, combines a tradition of strong undergraduate and graduate education with a focus on community and public service. We integrate teaching, research, and creative activity in an engaging, challenging, and supportive learning environment to prepare productive citizens for Indiana and the world.

College of Health and Human Services Mission Statement
The College is dedicated to fostering student excellence and developing productive citizens who function as skilled professionals. Further, we champion teaching, research, creative activities, community involvement through health initiatives, and life-long learning.

Department of Applied Medicine and Rehabilitation Mission Statement
The mission of Department of Applied Medicine and Rehabilitation is to provide excellence in interprofessional preparation/practice of collaborative healthcare/wellness. The department supports the development of productive citizens through mentorship in the quest for new knowledge and research, community engagement, clinical experience, service learning, and progressive comprehensive health care.

Professional Athletic Training Program Mission Statement
The mission of the Professional Athletic Training Program at Indiana State University is to develop patient-centered Athletic Training practitioners with an emphasis in evidence-based, integrative care. Athletic Training students gain professional experiences through the synthesis of didactic and clinical education, interprofessional education, community engagement, and scholarship.

Program Goals and Learning Outcomes
Athletic training students will demonstrate appropriate skill in injury/illness prevention and wellness promotion.
Students will be able to:
- Collect and interpret relevant data to minimize the risk of injury/illness
- Facilitate individual and group safety by monitoring and responding to environmental conditions to minimize injury/illness risk

Athletic training students will be skilled in clinical examination, assessment, and diagnosis.
Students will be able to:
- Utilize evidence-based techniques to demonstrate an integrated, whole-body approach to clinical examination
- Discriminate appropriate special/diagnostic tests to develop differential diagnoses of the injury, illness or pathology

Athletic training students will distinguish appropriate immediate and emergency care strategies.
Students will be able to:
- Demonstrate appropriate immediate and emergency medical care within the scope of athletic training practice

Athletic training students will develop, implement, and progress therapeutic interventions relative to measurable patient outcomes.
Students will be able to:
- Interpret patients’ needs to appraise and administer the appropriate evidence-based therapeutic intervention (i.e., modalities, rehabilitation, medication)

Athletic training students will demonstrate best practices of healthcare administration and professional responsibility.
Students will be able to:
- Develop policies and procedures in the administration of athletic training and healthcare facilities
- Utilize healthcare informatics strategies and appropriate medical documentation
<table>
<thead>
<tr>
<th><strong>PROGRAM FACULTY AND ADMINISTRATION</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Caroline Mallory, PhD</td>
</tr>
<tr>
<td>Dean, College of Health and Human</td>
</tr>
<tr>
<td>Services</td>
</tr>
<tr>
<td>Nursing Building, NU 412</td>
</tr>
<tr>
<td>812-237-3683</td>
</tr>
<tr>
<td><strong><a href="mailto:Caroline.Mallory@indstate.edu">Caroline.Mallory@indstate.edu</a></strong></td>
</tr>
<tr>
<td>Cameron Powden, PhD, ATC</td>
</tr>
<tr>
<td>Assistant Professor</td>
</tr>
<tr>
<td>567 N 5th Street, SCWAM A9</td>
</tr>
<tr>
<td>812-237-7694</td>
</tr>
<tr>
<td><strong><a href="mailto:Cameron.Powden@indstate.edu">Cameron.Powden@indstate.edu</a></strong></td>
</tr>
<tr>
<td>John H. Pommier, PhD</td>
</tr>
<tr>
<td>Chair, Department of Applied Medicine</td>
</tr>
<tr>
<td>and Rehabilitation</td>
</tr>
<tr>
<td>567 N 5th Street, SCWAM 263</td>
</tr>
<tr>
<td>812-237-4554</td>
</tr>
<tr>
<td><strong><a href="mailto:John.Pommier@indstate.edu">John.Pommier@indstate.edu</a></strong></td>
</tr>
<tr>
<td>Kirk J. Armstrong, EdD, ATC,</td>
</tr>
<tr>
<td>Professional AT Program Director</td>
</tr>
<tr>
<td>Associate Professor</td>
</tr>
<tr>
<td>567 N 5th Street, SCWAM 257</td>
</tr>
<tr>
<td>812-237-2088</td>
</tr>
<tr>
<td><strong><a href="mailto:kirk.armstrong@indstate.edu">kirk.armstrong@indstate.edu</a></strong></td>
</tr>
<tr>
<td>Stacey L. Gaven, PhD, ATC</td>
</tr>
<tr>
<td>Professional AT Clinical Coordinator</td>
</tr>
<tr>
<td>Assistant Professor</td>
</tr>
<tr>
<td>567 N 5th Street, SCWAM 258</td>
</tr>
<tr>
<td>812-237-9507</td>
</tr>
<tr>
<td><strong><a href="mailto:stacey.gaven@indstate.edu">stacey.gaven@indstate.edu</a></strong></td>
</tr>
<tr>
<td>Lindsey E. Eberman PhD, ATC</td>
</tr>
<tr>
<td>Doctorate in AT Program Director</td>
</tr>
<tr>
<td>Associate Professor</td>
</tr>
<tr>
<td>567 N 5th Street, SCWAM A9</td>
</tr>
<tr>
<td>812-237-7694</td>
</tr>
<tr>
<td><strong><a href="mailto:lindsey.eberman@indstate.edu">lindsey.eberman@indstate.edu</a></strong></td>
</tr>
<tr>
<td>Kenneth E. Games PhD, ATC</td>
</tr>
<tr>
<td>Doctorate in AT Director of Clin Ed</td>
</tr>
<tr>
<td>Assistant Professor</td>
</tr>
<tr>
<td>567 N 5th Street, SCWAM A0</td>
</tr>
<tr>
<td>812-237-3961</td>
</tr>
<tr>
<td><strong><a href="mailto:Kenneth.Games@indstate.edu">Kenneth.Games@indstate.edu</a></strong></td>
</tr>
<tr>
<td>Timothy Demchak PhD, ATC</td>
</tr>
<tr>
<td>Professor</td>
</tr>
<tr>
<td>567 N 5th Street, SCWAM 259</td>
</tr>
<tr>
<td>812-237-8496</td>
</tr>
<tr>
<td><strong><a href="mailto:timothy.demchak@indstate.edu">timothy.demchak@indstate.edu</a></strong></td>
</tr>
<tr>
<td>Tiffany Idlewine, PT, DPT, OCS</td>
</tr>
<tr>
<td>Assistant Professor</td>
</tr>
<tr>
<td>567 N 5th Street, SCWAM 249</td>
</tr>
<tr>
<td>812-237-3937</td>
</tr>
<tr>
<td><strong><a href="mailto:Tiffany.Idlewine@indstate.edu">Tiffany.Idlewine@indstate.edu</a></strong></td>
</tr>
<tr>
<td>Caroline Powden, PhD, ATC</td>
</tr>
<tr>
<td>Assistant Professor</td>
</tr>
<tr>
<td>567 N 5th Street, SCWAM A9</td>
</tr>
<tr>
<td>812-237-7694</td>
</tr>
<tr>
<td><strong><a href="mailto:Caroline.Powden@indstate.edu">Caroline.Powden@indstate.edu</a></strong></td>
</tr>
<tr>
<td>Michelle Landis MEd, LAT, ATC</td>
</tr>
<tr>
<td>Director of Athletic Training Services</td>
</tr>
<tr>
<td>567 N 5th Street, SCWAM 166</td>
</tr>
<tr>
<td>812-237-4062</td>
</tr>
<tr>
<td><strong><a href="mailto:Michelle.Landis@indstate.edu">Michelle.Landis@indstate.edu</a></strong></td>
</tr>
<tr>
<td>Catherine S. Paterson PhD, ATC</td>
</tr>
<tr>
<td>Professor</td>
</tr>
<tr>
<td>Tirey Hall 132A</td>
</tr>
<tr>
<td>812-237-3693</td>
</tr>
<tr>
<td><strong><a href="mailto:cat.paterson@indstate.edu">cat.paterson@indstate.edu</a></strong></td>
</tr>
<tr>
<td>Cody Inskeep MS, ATC</td>
</tr>
<tr>
<td>Associate Director of Athletic Training Services</td>
</tr>
<tr>
<td>567 N 5th Street, SCWAM 160A</td>
</tr>
<tr>
<td>812-237-4067</td>
</tr>
<tr>
<td><strong><a href="mailto:Cody.Inskeep@indstate.edu">Cody.Inskeep@indstate.edu</a></strong></td>
</tr>
<tr>
<td>Erik Chaouch MS, ATC</td>
</tr>
<tr>
<td>Athletic Trainer, SCWAM 160B</td>
</tr>
<tr>
<td>812-237-8232</td>
</tr>
<tr>
<td><strong><a href="mailto:Erik.Chaouch@indstate.edu">Erik.Chaouch@indstate.edu</a></strong></td>
</tr>
<tr>
<td>Will Maass MS, ATC</td>
</tr>
<tr>
<td>Athletic Trainer, SCWAM 161</td>
</tr>
<tr>
<td>812-237-8232</td>
</tr>
<tr>
<td><strong><a href="mailto:william.maass@indstate.edu">william.maass@indstate.edu</a></strong></td>
</tr>
<tr>
<td>James Turner DO</td>
</tr>
<tr>
<td>Medical Director, Athletic Training Programs</td>
</tr>
<tr>
<td>812-237-8232</td>
</tr>
<tr>
<td><strong><a href="mailto:James.Turner@indstate.edu">James.Turner@indstate.edu</a></strong></td>
</tr>
</tbody>
</table>
Personnel Roles and Responsibilities

Program Director:
Basic Function: The Program Director is responsible for the day-to-day operation, coordination, supervision, and evaluation of all aspects of the PATP
- Provide updated information to the students, staff, and Athletic Training faculty on the PATP through regular communication, program meetings, departmental sub-committee meetings, etc..
- Serve as the liaison with the Department Chair and Department Sub-committees on the PATP and its students
- Serve as the liaison with the CAATE, NATA, or the BOC and complete any and all forms or correspondence, which represents the CAATE accredited program.
- Document compliance with CAATE standards on an annual basis including the completion of re-certification reports, self-studies, and coordination of site visits
- Determine necessary curriculum, including the assignment of appropriate courses to instruct and evaluation cognitive & psychomotor competencies and clinical proficiencies
- Identify and implement any necessary curriculum changes
- Serve as the final authority in determining any actions surrounding students in the CAATE accredited program
- Assist the Preceptor Educator (CIE) in the training and education of Preceptors
- Work in collaboration with the Clinical Education Coordinator to determine appropriate affiliated sites and authorize Preceptors at those sites
- Supervise Administrative staff in maintaining Athletic Training Students educational files

Clinical Education Coordinator:
Basic Function: To provide the coordination, supervision, and evaluation of the clinical educational program in consultation with the Program Director
- Serve as the Preceptor Educator in the training and education of Preceptors
- Determine appropriate affiliated sites and authorize Preceptors at those sites
- Assign students to clinical rotations and provide the Preceptor with the names and phone numbers of students assigned to that site
- Delegate site evaluation responsibilities amongst faculty annually
- Provide access to all appropriate evaluation forms for student performance in the clinical education setting
- Acquire and evaluate data for ATS performance, and maintain the appropriate records
- Assess Preceptors and provide feedback to improve clinical education.
- Serve as a moderator when problems arise in the clinical setting.
- Advise students as necessary

Preceptor:
Basic Function: To serve as an instructor, mentor, and role model for Athletic Training Students as they matriculate through their clinical education and clinical skill development.
- Complete Preceptor Training, including providing all the appropriate documentation for service (BOC #, Licensure #, Proof of CPR/Professional Rescuer Credential, Form A Vita, and Proof of annual modality calibration)
- Know and understand how to evaluate all clinical proficiencies required for CAATE accredited athletic training programs.
- Complete student evaluation forms as supplied by the PATP
- Meet with the Athletic Training Students at the beginning of the rotation to:
  - Identify the location and review how to execute the Emergency Action Plan
  - Identify the location and review the contents of the Policy and Procedure Manual
  - Schedule regular Clinical Education Hours to ensure direct supervision
  - Communicate the Clinical Proficiencies to be evaluated
  - Prepare goals and discuss expectations
- Ensure students dress professionally and complete their duties in a professional manner
- Confirm the completion of Athletic Training Student’s hours weekly to ensure accurate documentation of the clinical hours
- Communicate regularly with the Clinical Education Coordinator during the students’ clinical rotation to discuss student progress, including any problems experienced with student
- Whenever possible, serve as a resource person to the athletic training curriculum program for didactic class presentations, assist in the administration of practical examinations, and encourage students to participate in professional activities.
- Demonstrate understanding of, and compliance, with the policies and procedures of the PATP

**Athletic Training Student(s):**

Basic Function: To successfully complete the clinical proficiency skills set forth by the NATA while fulfilling various Athletic Training responsibilities as assigned by the Program Director, Clinical Education Coordinator, or Preceptor in accordance with his/her educational and skill level throughout enrollment in the PATP.

**Expectations of Athletic Training Students**

- Complete annual trainings:
  - Sexual Harassment Training
  - Criminal Background Check
  - Blood Borne Pathogen training
  - Health Information Portability & Accountability Act Training
  - Family Educational Right to Privacy Training
- Contact Preceptor within 24-hours prior to the beginning of the clinical experience to arrange reporting times
- Meet with the Preceptor to review goals and objectives, reporting times, and schedules
- Have academic and work schedules available and notify Preceptor of any absences in advance
- The majority of the clinical experiences must be done under the direct supervision of your assigned Preceptor
- Report to work promptly and dressed appropriately (dictated by setting)
- Be familiar with the site and program policies and procedures
- Act professional as a representative of Indiana State University and the Athletic Training Program
- Enter Hours into ATrack weekly and remind your Preceptor to confirm those hours
- Complete the evaluations for each clinical experience:
  - **Student Evaluation of Preceptor**
  - **Student Evaluation of Clinical Experience**
  - **Student Self-Evaluation**
- Initiate the mid-term and final evaluation meeting with your Preceptor to review both evaluations
- Take advantage of opportunities that present themselves to practice patient care skills in the clinical environment under the direct supervision of the Preceptor

**Medical Director:**

Basic Function: Serves as a resource and medical content expert for the program
APPLICAITON AND ADMISSIONS REQUIREMENTS

Application and Admission to the Professional Athletic Training Program
The Professional Bachelor’s of Science in Athletic Training (Clinical Concentration) is no longer accepting students for admission. Students interested in Athletic Training should contact program faculty to obtain information about the professional Master’s of Science in Athletic Training. Students that are were accepted into the Bachelor’s of Science in Athletic Training (Clinical Concentration) prior to April 1, 2016 are permitted to continue with their degree program, leading to eligibility for certification as a certified athletic trainer, with the final group graduating May, 2019.

http://www.indstate.edu/health/program/ms-at

The Bachelor’s of Science in Athletic Training (Applied Medicine Concentration) will continue to provide students with a bachelor’s degree; however, this degree program does not lead to eligibility for certification as a certified athletic trainer.

ACADEMIC STANDARDS OF THE PROFESSIONAL ATHLETIC TRAINING PROGRAM
All instructional personnel in and associated with the program are charged with upholding the ideals and values consistent with the National Athletic Trainers Association, Inc. (NATA), Code of Ethics, the Indiana Board of Athletic Trainers’ Practice Act, the NATA Education Council, the Commission on Accreditation of Athletic Training Education (CAATE), and the Board of Certification, Inc. (BOC).

The Athletic Training Program at ISU offers a unique and varied educational environment to all of its students with a ‘hands on’ approach to learning. Functional application skills are presented along with foundational didactic components to provide a rich learning environment. Students in the ISU PATP come away with progressive critical thinking skills, that when integrated in their clinical experiences, are prepared for all domains of Athletic Training. It is through this experiential learning approach that students are able to pursue their ambitions in the healthcare market by choosing the specific aspect of athletic training that fits their individual needs.

Academic Expectations
In the professional component of the PATP Curriculum, student’s complete clinical education experiences in additional to their traditional coursework. Classroom work meets the cognitive and psychomotor competency instruction and evaluation in the following content areas: evidence-based practice, prevention and health promotion, clinical examination and diagnosis, acute care of injury and illness, therapeutic interventions, psychosocial strategies and referral, healthcare administration, and professional development and responsibility. The clinical education courses integrate cognitive and psychomotor competencies and aim to develop clinical proficiency and professional competence.

• Please refer to the University catalogue for the list of courses in the PATP:
• Please refer to Appendix A for the suggested course sequence.

Please Note
Completion of coursework and clinical experiences of the Indiana State University AT Program will qualify students to sit for the BOC Athletic Training Certification Exam. The
BOC requires that students receive electronic (written) endorsement from the AT Program Director prior to registering for the BOC Exam. Completion of degree requirements and graduation from Indiana State University does not mean automatic endorsement to register/sit for the BOC Exam. AT Program Faculty reserve the right to delay or decline endorsement for the BOC Exam based on performance in either academic coursework and/or clinical experiences.

**Minimum Passing Grade**
Students will maintain a 2.75 GPA average to maintain good standing in the PAT. Students whose GPA falls below a 2.75 (semester or cumulative) will be placed on academic probation and receive up to two (2) semester of probation in order to improve their GPA. Two consecutive semesters below a 2.75 (semester or cumulative) will result in remediation, which may include repeating of academic coursework, delayed graduation, or dismissal from the program.

Students must achieve a score of 72.5% or higher for successful course completion. Any course grade lower than 72.5% will require remediation, including repeating during the next regular offering. This may delay graduation from the PATP.

**Remediation/Deceleration in Program Completion**
Remediation/deceleration in the program will be necessary for students whose GPA remains below a 2.75 after two [2] semesters of academic probation or who do not successfully complete a course or specific course assignment with an educational competency attached. Deceleration is to:

1. Assess the students knowledge in the area evaluated by the exam, which was below the minimum standards;
2. Assist the students in mastering a content area (or specific content within a class) in which they have exhibited deficiencies (e.g., not successfully passing an examination).

**Procedures for Remediation/Deceleration**
Students must demonstrate competency in specified areas of coursework for successful completion of didactic and clinical education courses to become eligible to sit for the Board of Certification® examination. Faculty provide multiple means to assess student’s competency throughout each course. Students must demonstrate competency of all educational competencies and/or clinical integration proficiencies assigned within each didactic and clinical education course. The guidelines for remediation/deceleration include:

1. If a student received a grade lower than 72.5% on an exam*, they will have a mandatory meeting with the faculty instructor and will be required to re-take the exam. At this meeting, the areas of deficiency will be discussed and clarified. The repeat exam must be administered within 2 weeks of the initial exam. A score of 72.5% or higher must be achieved on the re-administration. The original exam score is used for course grade computation.
2. A student may attempt remediation of an exam* up to two (2) times in any course per academic semester.
3. Any student who receives a grade of 72.5% or lower on an exam* more than two (2) times in any course per academic semester will be placed on academic probation.

*Exam = Written or practical examinations, presentations, major written works
If a student fails to demonstrate competence, faculty will contact the Program Director that a student has not demonstrated competency. The student will be placed on academic probation and remediation will occur. Remediation actions will take into consider faculty and preceptors that will continue to facilitate didactic and clinical learning.

**Academic Probation**

Academic probation is a conditional status designated by the PATP when a student violates one of the conditions or policies within the Academic Standards section. Any student placed on Academic Probation will be advised of this status in writing from the Program Director. A copy of this letter will be placed in the student's permanent academic file, and communicated to appropriate PATP program faculty and preceptors. A probationary status means that the student will participate in remediation, which may include repeating of academic coursework, delayed graduation, or dismissal from the program.

At the end of each academic semester, the performance of students on Academic Probation will be reviewed to determine a continuation of Academic Probation status, removal of Academic Probation status, or possible dismissal from the PATP.

**Retention and Disciplinary Actions**

Retention in the Athletic Training Program is contingent upon students successfully obtaining the essential knowledge, clinical skills, critical thinking and clinical-decision making skills necessary for practice as an Athletic Trainer. Any student in violation of the University's, Department's, and/or PATP's policies may be subject to disciplinary action, academic probation, or possible dismissal from the PATP. All athletic training faculty, instructors, or preceptors may submit a letter requesting a student be placed on disciplinary action or dismissal to the PAT Program Director. The Program Director and Clinical Education Coordinator, in collaboration with PATP program faculty are responsible for rendering decisions regarding violations of the PATP handbook.

In addition to Academic Standards, the following are grounds for recommendation for students facing disciplinary actions, academic probation, or dismissal from the PATP.

A. Didactic Education
   1. Failing to fulfill agreed upon responsibilities placed upon him/her by a faculty member or instructor
   2. Violating ISU’s Academic Honesty and Integrity Policy
   3. Failing to complete annual pre-requisites:
      a. Sexual Harassment Prevention Training
      b. Criminal Background Check/Fingerprinting (one-time)
      c. Blood Borne Pathogen Training
      d. Health Information Portability & Accountability Act Training
      e. Annual/Bi-annual CPR/AED for Healthcare Provider updates

B. Clinical Education
   1. Legal
      a. Failing to complete a criminal background check
      b. Being found guilty of a felony or misdemeanor
         i. Any conviction must immediately be reported to the Program Director. The Department faculty will review the situation and determine the appropriate action to take
regarding the student’s standing within the program. (Refer to Criminal Background Check Policy for decision making criteria.)

2. Ethical
   a. Violating confidentiality
   b. Violating the NATA Code of Ethics and/or ISU’s Student Code of Conduct
   c. Failing to uphold the Standardized Patient Student Examiner Confidentiality Statement

3. Clinical
   a. Failing to fulfill agreed upon responsibilities placed upon him/her by a preceptor
   b. Behaving in a manner deemed unprofessional or unacceptable by an preceptor
   c. Failing to wear proper attire
   d. Failing to follow established procedures
   e. Violating established hours. This may include, but is not limited to:
      i. Failing to meet minimum hour requirements for clinical education
      ii. repeated tardiness
      iii. repeated absences
   f. Being dismissed from a clinical experience site for inappropriate conduct or failure to fulfill required responsibilities
   g. Failing to complete the required clinical integration proficiencies for each respective Clinical Athletic Training course within the academic term with a satisfactory rating
   h. Failing to achieving satisfactory ratings on clinical evaluations from clinical preceptor
   i. Failing to achieve a 74% on the End of Semester Practical Exam (for any given semester) on the second attempt. Students not achieving a 74% on the second attempt may be permitted to continue to the next semester’s coursework or clinical experiences.
   j. Failing to successfully complete assigned clinical integration proficiencies for a clinical education course. Failing to successfully complete assigned clinical integration proficiencies for a clinical education course will result in repeating the respective course during the next regular course offering.

The following system is in place for disciplining Athletic Training Students who violate expectations and responsibilities outlined in the handbook. Reprimands may arise from either clinical experiences and/or academic situations. In the event of policy violations, the appropriate office will be notified as necessary (e.g., ISU Conduct Office, NATA, BOC, etc.).

First Offense:
Results in a written reprimand signed by both the student and the Program Director, which will be placed into the student’s permanent file. In a meeting with the Program Director, you will be given suggestions to help correct the problem and a specified time period for that correction to occur. Disciplinary action may result, at the discretion of the Program Director, but may not exceed one-week of suspension from clinical experiences (and a loss of grade due to assignments/hours missed during suspension).
Second Offense: 
Results in a **second written reprimand** signed by the student and Program Director. In a meeting with the Program Director, you will be given suggestions to help correct the problem and a specified time period for that correction to occur. Disciplinary action will result, but may not exceed a two-week suspension from the clinical experiences (and a loss of grade due to assignments/hours missed during suspension).

Third Offense:
Results in probation or dismissal from the PATP. In the event that you are dismissed from the PATP, the reason for your dismissal will be put in writing and this information will be placed into your permanent file. The Program Director and the student will sign this notice.

**Probation** means that the student will participate in remediation, which may include repeating of academic coursework, delayed graduation, or dismissal from the program. The student may not receive authorization to sit for the BOC Certification Examination or the authorization to sit for the BOC Certification Examination may be removed. It should be noted that this may affect the student's projected date of graduation as students are expected to graduate in good standing.

**Dismissal** means that the student will removed for classes and clinical experiences for subsequent semesters. Students who are dismissed will be eligible to reapply to the program at the next possible application deadline, as long as the criteria for dismissal have been addressed.

**Reinstatement:** To reestablish clinical experiences from a period of probation or to dispute an offense, you must submit a written letter to the Program Director, and may request to appear in front of the PATP faculty. Students wishing to be reinstated from a period of dismissal or voluntary withdrawal will need to re-apply to the PATP, which we be reviewed by the PATP program faculty and the Department Chair.

*Note: Some offenses may be so egregious that program faculty may deem it necessary to suspend student’s clinical experiences for the remainder of an academic semester. In this instance, the student will remediate during the next regular offering of the academic or clinical course.*

**Attendance Policy**
Students are expected to attend each class session unless they have a valid reason for being absent. Students may be required at any time to account for undue irregularity in attendance. Students absent from classes more than two (2) days for illness should be under the care of a doctor. Students who expect to be absent from class for more than five (5) days should notify the Program Director immediately (phone, email, text message). Students missing class for illness should **not** be attending clinical education experiences.

**Graduation Requirements and Deadlines**
A minimum grade of C is required in all pre-professional courses for admittance into the professional component of the PAT.

- ATTR 110, ATTR 202, ATTR 210 & 210L, ATTR 212 & 212L, ATTR 225, ATTR 280

A minimum grade of C (72.5% or higher) is required in all professional courses:
Clinical Education Courses: ATTR 255, ATTR 256, ATTR 354, ATTR 355, ATTR 356, ATTR 455, ATTR 456

Important Graduation information can be found on the Office of Registration and Records website: http://www.indstate.edu/registrar/interest_to_students.html.

Deadlines for Graduation Applications change annually, but can also be found on the Office of Registration and Records website: http://www.indstate.edu/registrar/dates.html. Procedures for applying for Graduation can be found here in the ISU Catalog.

Graduation requirements are dependent on catalog year. Students should consult with their ISU Catalog to verify graduation requirements.

Disability Accommodation
Indiana State University provides reasonable accommodations to eligible individuals with disabilities in conformance with Americans with Disabilities Act of 1990. Requests for disability accommodations must be made in a timely fashion to the ISU Disability Services (http://www.indstate.edu/sasc/dss/) Students seeking reasonable accommodations must submit appropriate medical documentation to the Office of Disability Services and the PATP Program Director at the time of application.

Academic Advising
Students are assigned to an PATP faculty member for assistance and advisement throughout their academic careers. Students who feel that a different advisor will improve their academic experience may request a change at any time. Requests to change advisors should be directed to the Department Administrative Assistant.

Faculty Advisor responsibilities are:
- To be available by appointment and during office hours
- To provide professional guidance
- To consult with students who have academic problems
- To refer students to available University resources or counseling if needed (Student Support Services, Student Counseling Center, etc.)
- To meet with advisees at each registration period to approve courses selected by each student
- To meet with advisees at prescribed periods to discuss academic and professional issues
- To advise students regarding petition processes
- To advise and assist students interested in ancillary professional experiences (internships, study abroad, etc.)

Students are expected to consult with their advisors prior to dropping or adding courses while a semester is underway as this may result in additional time necessary to graduate.
**Request for Time Off / Leave of Absence / Resignation Policy**

Requests for prolonged leave of absence from either academic responsibilities or clinical education experiences (e.g., semester or academic year) should be submitted to the Program Director in writing. Students should be aware that a request for time off will increase the time to degree completing and graduation. Students in the military should follow the University’s Military Activation Policy [http://www1.indstate.edu/academicaffairs/military_activation_policy.htm](http://www1.indstate.edu/academicaffairs/military_activation_policy.htm). Accommodations will be made to coordinate your return to clinical education and academic expectations upon return.

Students will sometimes find this field is not the right choice for them. If you do not find this program interesting and meaningful at this point in your educational pursuits, you certainly should re-evaluate your desire to continue. If you should decide not to continue your experience in PATP, you must submit a letter of resignation to Program Director. This signed letter will be placed in your permanent file. Students who resign and later want to return to the PAT will not be able re-apply through normal application processes. Since the Bachelor’s of Science in Athletic Training (Clinical Concentration) is only offered through 2019, students will be encouraged to apply for the professional Master’s of Science in Athletic Training.

**Program Enrollment Expenses**

Students should be aware of additional costs related to enrollment in the PATP. Students should also expect the following expenses:

a) **Program Fees**
   - The following courses have a course fee, which offset costs for membership to the NATA, uniform, medical packs, expendible supplies, etc.
     - ATTR 475: $40
     - ATTR 355, 455: $300 (each)
     - ATTR 356, 456: $100 (each)
   - These course fees are used to pay for the following costs to the PATP:
     - a) Consumable laboratory materials
     - b) Membership to NATA/GLATA/IATA
     - c) CPR Certification and Recertification
       - Background check (annual) and Fingerprinting (one-time)

b) **Transportation costs**
   - Students are responsible for providing all transportation and associated expenses to off-campus clinical sites. The cost varies, with some sites being as far as 45 miles off campus. No Athletic Training Student will be assigned more than one clinical rotation farther than 50 miles from campus.
   - b) Health Exam $100 (one-time fee during application process)
     - ISU’s Student Health Center does not provide annual physicals. Therefore students may need to acquire a health examination through their family physician or other sources in Terre Haute, IN.

Additionally, it is advised that all students select to purchase professional liability insurance:

a) **Liability Insurance**
   - 1. This currently provided by the University for students of the PATP, when enrolled in university courses. Students are not permitted to volunteer outside the confines of the academic calendar (during Winter Break, preseason, etc.), as this is not engaging in clinical education, thus not covered by University or personal liability insurance.
2. Students choosing to purchase personal liability insurance can select any provider. Healthcare Providers Service Organization (http://www.hpso.com/) provides reasonable rates for student insurance ($=35.50).

Scholarships and Awards

Scholarships & Awards

Undergraduate Senior Student Award for Outstanding Scholarship, Leadership, Service and Clinical Professionalism. This award is presented annually to a Senior Athletic Training Student who demonstrates exceptional dedication through scholarship, leadership, service and clinical professionalism while in the ISU Undergraduate AT Education Program. Only current Senior Athletic Training Students may vote. In the event of a tie, the department chair will make the final decision.

Undergraduate Junior Student Award for Outstanding Scholarship, Leadership, Service and Clinical Professionalism. This award is presented annually to a Junior Athletic Training Student who demonstrates exceptional dedication through scholarship, leadership, service and clinical professionalism while in the ISU Undergraduate AT Education Program. Only current Junior Athletic Training Students may vote. In the event of a tie, the department chair will make the final decision.

Undergraduate Sophomore Student Award for Outstanding Scholarship, Leadership, Service and Clinical Professionalism. This award is presented annually to a Sophomore Athletic Training Student who demonstrates exceptional dedication through scholarship, leadership, service and clinical professionalism while in the ISU Undergraduate AT Education Program. Only current Sophomore Athletic Training Students may vote. In the event of a tie, the department chair will make the final decision.

Outstanding Undergraduate Student Award for excellence in Scholarship, Leadership, Service and Clinical Professionalism. This award is presented annually to an Outstanding Athletic Training Student who demonstrates exceptional dedication through scholarship, leadership, service and clinical professionalism while in the ISU Undergraduate AT Education Program. Only Faculty and PRECEPTORS may vote. All students are eligible for nomination. In the event of a tie, the department chair will make the final decision.

Ray Baggett Memorial Scholarship. The recipient shall have a major in Athletic Training at the Junior level and will receive the scholarship at the beginning of his/her senior year. The recipient will be determined by the combined scores of all completed Preceptor Evaluation Forms by April 15th each year. Only the top 5 scores all Juniors will be eligible for consideration. Recipients shall be selected based on the criteria, need, and grade point average. The selection will be made by a scholarship committee consisting of one Athletic Training non ISU faculty alumni, Head Athletic Trainer (or the undergraduate program liaison), Undergraduate Program Director, and two site supervisors (total of 5 individuals). **pending fund availability**

Mel Blinkenstaff Athletic Training Scholarship. Established by Indiana State Athletic Training Alumni in honor of Z "Mel" Blinkenstaff, ISU's First Athletic Trainer, pioneer in Athletic Training Education, NATA Hall of Fame member, and charter ISU Athletic Hall of Fame Inductee. This award is presented annually to a graduating senior Athletic Training Student who has demonstrated outstanding character, proven leadership, and academic excellence. Only
Faculty may vote. All senior students are eligible for nomination. In the event of a tie, the department chair will make the final decision. **pending fund availability**

_Robert D. Humphrey Trust Scholarship._ The recipient shall have a major in Athletic Training, must be a junior or senior at the time he/she receives the scholarship and have a GPA of 3.0 or higher. **pending fund availability**

_Holly Wilson Greene Athletic Training Scholarship._ The recipient shall be a junior level Athletic Training student in good academic standing. First consideration will be given to a student from a rural community. **pending fund availability**

_Dean’s List._ Students are eligible for the Dean’s List each semester if they are full time (12 credits) and achieve a 3.5 GPA or higher

**STUDENT GRIEVANCE & APPEALS**

All grievances should be formally filed following the College of Health, and Human Services Student Grievance Policy: [http://www.indstate.edu/health/sites/health.indstate.edu/files/student-grievance-procedures.pdf](http://www.indstate.edu/health/sites/health.indstate.edu/files/student-grievance-procedures.pdf).

If a student wishes to appeal an admission or withdrawal decision from the PATP, they should send a letter requesting an appeal to the Program Director within 10 days of the postmark (including date of electronic communications) of the official notification.
**Clinical Education**

Clinical education is the application of knowledge and skills, learned in classroom and laboratory settings, to actual practice on patients under the supervision of a preceptor. Clinical education can be individual or group teaching and is dictated by the educational relationship or interaction between the instructor and the student. The supervisor guides the student through the educational hands-on experience in order to optimize learning and increase the student’s confidence over time.

Supervision of the athletic training student during clinical experience must be constant and consistent. The preceptor must be physically present and have the ability to intervene on behalf of the athletic training student and the patient.

**Application of Skills**

This is the experiential learning aspect of Athletic Training Education and includes active participation, practical application, and problem solving from the student. This is the best location to apply theory to real-time clinical practice and for students to acquire and exercise professional skills in order to prepare students for independence and autonomy beyond graduation. **All skills must be formally instructed in the classroom setting and observed in the laboratory setting before an ATS can administer these skills to patients in the clinical setting.** Preceptors may teach and evaluate new clinical skills during clinical education for students to apply during patient care. Students are REQUIRED to participate in Clinical Education courses to graduate with a degree in Athletic Training.

**Completion of Clinical Integration Proficiencies**

Students are required to complete assigned Clinical Integration Proficiencies for each practicum course (specifics about which clinical integration proficiencies can be found on each practicum course’s Blackboard site). Failure to complete the assigned clinical integration proficiencies for any practicum course will result in repeating the course during the next regular course offering.

Successful completion of a clinical integration proficiency means that a student has achieved a score of 80% or higher.

**Benefits to Clinical Sites and Preceptors**

1) Free access to on-campus/AT supported Clinical Education opportunities
2) Preceptor Appreciation Events

**Clinical Experience Expectations**

The PATP utilizes a model of progressive clinical immersion to allow students to ability to integrate and synthesize essential Athletic Training skills in patient care.

Students are expected to complete a range (minimum and maximum) of hours per week during clinical experiences under the direct supervision of an assigned preceptor. Students should expect to participate more hours of clinical education as they progress through the program. Expectations for clinical education include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Average Hours/Week</th>
<th>Minimum Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATTR 355</td>
<td>13-28 hrs/week</td>
<td>225 hours/semester</td>
</tr>
</tbody>
</table>
General Medical Experience

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATTR 355</td>
<td>12-20 hrs</td>
<td>1 week/semester</td>
</tr>
<tr>
<td>ATTR 356</td>
<td>13-28 hrs/week</td>
<td>225 hours/semester</td>
</tr>
<tr>
<td>ATTR 455</td>
<td>20-32 hrs/week</td>
<td>275 hours/semester</td>
</tr>
<tr>
<td>ATTR 456</td>
<td>20-32 hrs/week</td>
<td>275 hours/semester</td>
</tr>
</tbody>
</table>

All practicum courses (ATTR 355, ATTR 356, ATTR 455, ATTR 456) include a Pass/Fail for completing clinical experience hours (as noted above). Failure to meet minimum clinical education hour requirements will result in a student being placed on Academic Probation and repeat the clinical experience during its next offering.

This allows for flexibility in hours accumulated during one week when a preceptor is unavailable (e.g., due to team travel). Clinical experiences will take place during typically weekday afternoons and evenings, but may include weekends as required by the preceptors. All hours, must adhere to the policies of the AT program, (i.e. direct supervision by an preceptor is still required). All ATSs must be afforded the opportunity for at least 1 day of relief per calendar week (every 7 days). These days should be pre-arranged with the respective preceptor. Students must arrange and communicate with their preceptor for their day off at least 24 hours prior.

**Attendance at Clinical Experiences**

All ATSs are expected to be at every scheduled event (i.e., rehabilitation sessions, practices, pre-game walk-throughs, games) for their assigned clinical experience. An ATS who must miss an event (e.g., practice or game) must coordinate this time off with their supervising preceptor prior to the absence.

Most clinical experiences have been assigned 2 ATSs, where 1 ATS should also be present at all times. Both students assigned to a team cannot take the same day off. Coordinate all errands and personal “to-do” items on these days off. All ATSs should try (at all costs) to keep the same day off each week throughout the semester.

Travel schedules will be made each semester. Students are allowed to travel with a team and are encouraged to do so. Travel schedules will be coordinated with class schedules and other team schedules. Second year students will have first priority for signing up to travel.

If you are considered chronically absent or tardy (more than 3 per rotation) due to illness, documentation from a MD/DO/NP/PA-C will be required before returning to your clinical experience. You may be required to make up the time lost from a clinical experience.

If you are considered chronically tardy or absent (more than 3 per rotation) for other reasons your preceptor has the right to refuse access to the clinical experience for the day and require the time be made up during the clinical experience. Excessive or chronic absenteeism or tardies will result in the lowering of overall grade in the respective Clinical Athletic Training Course by one-half of a letter grade.

**Clinical Education Practicum Requirements**

All must be completed within 1 week of the start of classes. If any of the following are not completed, student will not participate in clinical experience and will lose all credit for associated assignments.
Clinical Supervision Policy
Students must be directly supervised during clinical education experiences. Direct supervision requires that the Preceptor must be physically present and have the ability to intervene on behalf of the ATS and the patient. At no time, should the student assume the role of the Certified Athletic Trainer. An ATS is not a licensed allied health care professional and therefore cannot perform duties of a Certified Athletic Trainer (i.e., make return to play decisions, use modalities, etc) in the State of Indiana. First Responder’s are certified in First Aid and CPR/AED and are allowed to perform only those duties within their specific training (i.e., wound care management, RICE, taping/wrapping, etc). First Responders cannot make return to play decisions or apply therapeutic modalities (including rehabilitation program modification or progression). CAATE discourages the use of “First Responders”, and the PATP supports this recommendation. Students are NOT to serve as First Responders at any time.

Clinical Assignments
ATSs will be assigned to clinical experiences based upon a variety of factors which include but are not limited to the following:
  a. Previous experience and clinical rotations
  b. Clinical experiences needed necessary for program completion
  c. Indicated professional practice preferences

Students will be notified about clinical placements at least 2 weeks prior to the start of the semester.

Additional Opportunities for Clinical Experiences
Clinical Education is a component of the PATP, for which you are assigned a grade for academic credit. Additional clinical experiences can be completed, on a volunteer basis, and are strongly encouraged. All opportunities for additional clinical experiences should not interfere with academic coursework nor regularly scheduled clinical experiences.

Community Service Experience
Experience Objective: To deepen student’s affection toward using his or her Athletic Training skills to serve his or her community. We encourage students to identify non-profit organizations to creatively apply his or her skills.

Large Scale Events Experience
Experience Objective: To broaden the Athletic Training student’s application of practices in a large competitive venue. We encourage students to participate in a large scale interscholastic or intercollegiate tournament or championship. Ex: high school state games, conference or national championships
Teaching Assistant Experience
Experience Objective: To develop the student’s comprehension and affection of didactic education. We encourage students to with preparing and teaching any Athletic Training course. For students to qualify for this experience, he/she must have had completed the course and have received a grade of B+ or higher.

Research Assistant Experience
Experience Objective: To develop the student’s comprehension of the research process. Students will also develop an affection of how research applies to one’s profession. We encourage students to assist in any portion of the research process. Research projects should be related to sports medicine. Ex: nutrition, children in sports, obesity, strength & conditioning, etc. Research projects must be directed by a university faculty or medical staff (and must be approved by the University Institutional Review Board).

Experiential Learning Opportunity (Professional Internship)
All students engaged in experiential learning opportunities (especially those not affiliated with the institution) must report these opportunities following the procedures below:

The process of creating an Experiential Learning Opportunity (ELO) will be as follows:

1. It is the student’s responsibility to self-identify the ELO and begin the process of approval by entering the required information through the Career Service Website (Sycamore Career Link; http://www.indstate.edu/career-center/careerlink.aspx ). It is important for the student to establish, with the host, a willingness to participate as an ELO prior to creating the ELO in Sycamore Career Link.
   a. The ELO will be identified as a non-credit experience;
   b. The ATP PD should be identified as the Faculty contact;
   c. The course should be listed as: Experiential Learning Opportunity.
2. This process will generate a notification to the ATP PD and the Host (ELO site supervisor/preceptor) that the student is designing an ELO.
3. The PATP PD will make contact with the Host to establish the necessary components of the ELO to comply with accreditation standards as indicated below:
   a. To obtain an affiliated agreement(s) with all parties involved in the camp or internship (see CAATE Standard 3);
   b. Establish, educate, and evaluate qualified preceptors at each clinical setting (see CAATE Standards 37-41 and 52);
   c. Assure that clinical placements are non-discriminatory with respect to race, color, creed, religion, ethnic origin, age, sex, disability, sexual orientation, or other unlawful basis (see CAATE Standard 49);
   d. Assure that the clinical sites are all evaluated by the educational program on an annual and planned basis (see CAATE Standard 51);
   e. Assure that athletic training students have been instructed on clinical skills prior to performing those skills on patients as part of the ELO;
   f. Assure that the ELO is educational in nature and:
      i. Has included written statement delineating minimum/maximum clinical experience hours expectations consistent with standard practice and that students have one day off in every seven-day period (see CAATE Standards 57 and 58); hours may not exceed 10 hrs./wk during a short term academic calendar experience and not more than 60 hrs./wk during a summer experience;
ii. The students receive no monetary remuneration for the experience nor replace professional athletic training staff or medical personnel (see CAATE Standards 59 and 60)

g. Assure that all students are properly and directly supervised by a preceptor during the entire experience (see CAATE Standards 61-63);

h. Assure that students have liability insurance that is documented and covers the student during the clinical experience (see CAATE Standard 69);

i. Assure that the clinical site is in compliance with appropriate safety standards regarding all therapeutic equipment and provides proof of inspections and calibrations for the site (see CAATE Standards 71 and 72);

j. Assure that students have access to site specific emergency action plans for the site and that those plans are reviewed with the student(s) prior to beginning patient care (see CAATE Standards 78-80).

4. PD or Clinical Coordinator will provide information regarding site visit guidelines for accreditation compliance.

5. The Host site must sign an affiliation agreement with the ISU PATP prior to the ELO approval.

6. The preceptor [Host supervisor] must complete an on-line preceptor training prior to the student arrival (approximately 2.5-3.5 hrs.).

7. In the event that this is a continued relationship, preceptors (Host supervisors) should be willing to maintain continuous on-line preceptor training, typically 1-2 hours annually to maintain preceptor and host site approval.

8. Host and student should establish a set of ELO goals to achieve based on scope of and time commitment to the ELO and provide a signed copy of this documentation to the PD prior to beginning the experience.

9. Once these steps have been completed the PD will send a signed notification to the Host and student that the ELO has been approved for the named student.

10. For host sites with prior affiliation agreements and preceptor training, the process must still include the on-line student registration through Sycamore Career Link, the establishment of ELO goals, and receipt.

11. Approval for all ELOs comes from the PATP Program Director.

**Professional Behavior**

It is expected that students behave in a manner that is professional in and out of the classroom. All students are expected to adhere to the NATA Code of Ethics (Appendix B). As a student in a healthcare program, you are held to a higher standard than other graduate students on campus. The foundation behaviors of professional practice provide a framework outlining behavior expectations.

If a preceptor requests that a student is dismissed from the clinical experience for inappropriate or unprofessional behavior, clinical education will stop for the semester. The student will not be re-assigned to a different clinical experience site.

**Foundational Behaviors of Professional Practice**

These basic behaviors permeate every aspect of professional practice and should be incorporated into instruction in every part of the educational program. The behaviors in this section comprise the application of the common values of the athletic training profession.

1. Primacy of the Patient
• Recognize sources of conflict of interest that can impact the patient’s health
• Know and apply the commonly accepted standards for patient confidentiality
• Provide the best health care available for the patient
• Advocate for the needs of the patient

2. Teamed Approach to Practice
• Recognize the unique skills and abilities of other health care professionals
• Understand the scope of practice of other health care professionals
• Understand and execute duties within the identified scope of practice for athletic trainers
• Include the patient (and family, where appropriate) in the decision making process
• Demonstrate the ability to work with others in effecting positive patient outcomes

3. Legal Practice
• Practice athletic training in a legally competent manner
• Recognize the need to document compliance with the laws that govern athletic training
• Understand the consequences of violating the laws that govern athletic training

4. Ethical Practice
• Understand and comply with NATA’s Code of Ethics (See Appendix B) and the BOC’s Standards of Practice (See Appendix C).
• Understand the consequences of violating NATA’s Code of Ethics and BOC’s Standards of Practice
• Understand and comply with other codes of ethics, as applicable

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

6. Cultural Competence
• Understand the cultural differences of patients’ attitudes and behaviors toward health care
• Demonstrate knowledge, attitudes, behaviors, and skills necessary to achieve optimal health outcomes for diverse patient populations
• Demonstrate knowledge, attitudes, behaviors, and skills necessary to work respectfully and effectively with diverse populations and in a diverse work environment

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

© 2011 NATA Athletic Training Educational Competencies, 5th edition
Clinical Hour Reporting Policy
All students are required to keep track of their clinical hours for course requirements as well as for licensure in some states. Hours should be reported daily using the ATrack Hour Logging System. Preceptors are expected to confirm hours via the ATrack system weekly. Travel time to and from the clinical assignment experience should not be reported as time engaged in the clinical experience. This includes hours spent during travel with the Preceptor (hours to and from the site or hours spent in a hotel should not be reported). Students should refer to each Clinical Course Syllabi for the minimum and maximum number of clinical hours required for that course. Students are deducted a percentage of the grade in that course if they do not meet the minimum number of clinical hours required for that course. Students MUST have one day off in every 7 day cycle.

Guiding Principles and Expectations
Students are expected to adhere to this Policy and Procedure Handbook, the University Student Code of Conduct (Appendix D), the BOC Standards of Professional Practice (Appendix C) and the NATA Code of Ethics (Appendix B).

Failure to do so may result in referral to Student Judicial Programs and/or probation/dismissal within the PATP.

Driving Expectations
At different times throughout the year, patients will require medical attention off site. When this occurs ATSs may be called upon to transport them in a University vehicle to the location of the physician or health care facility. ATSs must adhere to the following guidelines for permission to transport an athlete:
1. Should be a second year student
2. Must have successfully completed the University’s Defensive Driving course and Field Driving Test
3. Must have a valid driver’s license.
4. Must possess professional liability insurance.
5. Must always use a university vehicle
6. Must be on an approval list provided by the Program Director at the beginning of each semester.
7. Students must participate in an educational component (assignment) including approval by the Clinical Education Course Instructor and course instructor if the scheduled appointment conflicts with class.

Travel during Clinical Experiences
As part of the PATP experience, ATSs may have the opportunity to travel with various athletic teams throughout clinical education. Travel is only permitted when accompanied by a preceptor. Some areas to review with your Preceptor prior to travel may include:
- Emergency Care Policy
- Expected Conduct
- Record Keeping Policies
- Kit (supplies)
- Emergency telephone numbers of host team
• Emergency contact and insurance information on all of the athletes

Remember you are representing not only yourself, but also your team, Indiana State University, and Professional Athletic Training Program, so conduct yourself accordingly. Athletic training students must follow the respective team rules and guidelines when traveling with athletic teams. Failure to comply will result in reassignment to a different clinical experience and possibly probation/dismissal from the PATP.

Dress/Appearance
An athletic training student shall act and dress like an allied health professional in the athletic training facility. It is the responsibility of each student to keep his/her appearance neat and clean.

You will be provided with basic components to represent ISU and the PATP professionally, including T-shirts and Polo shirts. These shirts are to be worn during Clinical Education, or class activities related to the PATP. ISU Athletic Training apparel should not be worn during any other extra-curricular activities. Khaki style shorts or pants will be required for all clinical experiences, but will not be provided to students. Athletic shorts should not be worn at any time during clinical experiences.

As a general rule, dress/appearance expectations include:

- Practice: Khaki pants/shorts, ISU AT T-shirt or Polo shirt, close-toed shoes
- Competition: Khaki pants/shorts, ISU AT Polo shirt, close-toed shoes
- Rehabilitation Clinic/Hospital: Khaki pants, ISU AT Polo shirt, Dress shoes

Each year, students may request additional shirts at the discretion of the Associate Director of Athletic Training Services, based upon wear of uniform and expense to the Department. Upon completion or withdrawal (voluntary or dismissal) of the PATP, students will be required to return ISU Athletic Training clothing (i.e., T-shirts, polo shirts). Failure to do so will result in postponement of graduation.

ISU Athletic Training jackets may be available (“checked out”) at outside on-campus venues. These jackets are to be used only at the respective venues and should not be transported off-site. Sign-in/Sign-out sheets will be provided to ensure cooperation with this policy. Student found in violation of the policy will not be permitted to use these jackets for the remainder of their tenure as an ISU PATP student.

If students are assigned to an off-campus clinical site, they are permitted to wear apparel provided by the respective site; however, non-ISU Athletic Training apparel may be worn.

Dress/appearance policies may be specific to each clinical site, so consultation with instructors is suggested during clinical experience orientation. Questions about on-campus attire should be directed to the Director or Associate Director of Athletic Training Services, while questions about off-campus attire should be directed to the Program Director.

Medical Pack
Medical packs may be distributed in order to provide appropriate and personalized equipment to treat patients during clinical experience will improve patient care, self-recognition, and student athletic trainers’ confidence as health care professionals. Medical packs were purchased
through Curriculum and Research Support for Experiential Learning and Community Engagement from the Center for Public Service and Community Engagement in Spring 2009. Distribution of Medical Packs will be at the discretion of the Program Director and Clinical Education Coordinator (based on need).

**Distribution:**

At the beginning of each semester, the Program Director/Clinical Coordinator will distribute the medical packs to all qualified students within the program (resource limiting). Students will be expected to sign the necessary forms (Appendix E) upon receipt of the medical pack. Students will not have access to medical packs without signing the agreement form.

**Return:**

At the conclusion of each semester of clinical experience all non-consumable products listed below must be returned within the medical kit (intact and in good condition). Failure to return all products will result in an incomplete their Clinical Education course (ATTR 601, 602, 603, 604, 605). The student will be expected to purchase/replace the principle equipment within 1 month of the completion of the semester and will receive an incomplete (INC) in his/her respective Clinical Education course until the equipment is replaced.

**Record Keeping and Healthcare Informatics**

Record keeping is a very important role of athletic trainers. It is your responsibility to learn the record keeping system at your assigned affiliated practicum site and maintain accurate records of the sport/s you have been assigned. The following is a list of the types of records commonly use in Athletic Training and other healthcare facilities.

- Daily Treatment Record
- Injury Report
- Rehabilitation Report
- Injury Claim Form - insurance claim form
- Equipment Checkout
- Inventory
- Pharmacology Records

**Dispensing Medications**

Federal guidelines dictate specific roles for athletic trainers in the administration and dispensation of medication. Athletic Trainers are only legally allowed to administer over-the-counter medications. Administration of medication is defined as handing athletes single doses (e.g. ibuprofen, acetaminophen) in packets that have the lot #, directions, dosage (mg), and warning visible on the front. Any other medications needed must be prescribed and dispensed by a physician. Please view your affiliated clinical practicum site policies on administration and storage of medication.

**Application of Therapeutic Interventions**

Students must possess the necessary training and evaluation for the application of therapeutic modalities and rehabilitation techniques prior to applying these skills to athletes/patients.
Therefore, students are not to administer therapeutic interventions (i.e., therapeutic modality or rehabilitation techniques) until they have been formally instructed and evaluated in the classroom. All therapeutic modalities and electrical equipment undergo an annual electrical safety inspection and calibration. When using such equipment, students should ensure this has been completed prior to use. Calibration information is maintained by the Program Director.

**Media**
Due to your close working relationship with the athletes, media personnel may confront you for information. You are not to give out any information. Be particularly cautious when you are working the sidelines of any contest. Again, direct any questions to your Preceptors.

In addition, if participating in social networking websites, you are expected to maintain your commitment to the NATA Code of Ethics (Appendix B). In particular, “Members shall not engage in conduct that could be construed as a conflict of interest or that reflects negatively on the profession. Members should conduct themselves personally and professionally in a manner that does not compromise their professional responsibilities or the practice of athletic training.” Violations against the Code of Ethics will be treated according to the Retention Policy.

**Confidentiality**
ALL information regarding an athletes/patients injury or condition is strictly confidential. Unless instructed by a preceptor, you are not to discuss information with anyone. All questions regarding an injury should be directed to the Preceptor. Furthermore, all students are expected to complete annual Health Information Portability and Accountability Act training.

**Cellular Phone Use**
Cellular phones should be limited to **professional use only** during clinical education. Coaches and patients should be contacting the supervising AT and therefore students should not share their phone numbers. If students are found using cellular phones for non-clinical reasons, the Preceptor, much like an in-class instructor, may ask the student to leave the site or confiscate the phone for the remainder of the scheduled experience.

**Infectious Disease Policy**
During the course of the academic year, if an ATS develops an active communicable disease, he/she is relegated to the following policies to protect athletes/patients and other ATS and staff from contracting a communicable disease. Students may return 24 hours after resolution of their symptoms. Please consult with your personal health care provider for additional guidance. Symptoms that should prompt evaluation for classroom and workplace fitness include but are not limited to:

- a. acute phase of an upper respiratory infection
- b. acute sore throat
- c. fever over 100.5 F˚
- d. vomiting within the previous 24 hours
- e. acute phase of mononucleosis
- f. bacterial sinus infection
- g. conjunctivitis
- h. antibiotic treatment for less than 48 hours
- i. open wounds/infectious skin disorders that are uncovered and/or unmanaged
j. student suffering from any condition in an infectious state

The University H1N1 policy can be accessed at http://www.indstate.edu/pandemic_flu/academic.htm. All faculty, staff, students, preceptors are expected to follow the University policy. The athletic training staff, preceptors and educators reserve the right to excuse any student for the day that may place athletes/patients, staff or student at risk of a communicable disease. In addition, precautions must be followed during clinical practicum assignments. Athletic training students must wash hands before and after contact with an athlete/patient regardless of any infectious disease state.

**Bloodborne Pathogen Exposure Control Plan and Annual Training Requirement**

Students are required to complete Bloodborne Pathogen Training annually. Training occurs online and must be completed prior to the start of each Fall semester. Failure to do so will impact participation in the Clinical Education course grade and participation.

The University has developed a program to protect faculty, staff and students who have occupational exposure to blood and other potentially infectious materials. This program, the ISU Bloodborne Pathogens Exposure Control Plan, complies with the requirements of the OSHA Bloodborne Pathogens Standard, 29CFR 1910.1030, the Indiana Administrative Code 410 IAC 1-4 and identifies procedures to eliminate or reduce the risk of contracting a bloodborne disease in the workplace. A copy of the Bloodborne Pathogens Exposure Control Plan is available in the Environmental Safety Office (Room 1221 in College of Business Building). The Bloodborne Pathogens Exposure Control Plan applies to all employees of Indiana State University, including part-time and temporary staff, who may as a part of their employment come into contact with blood, infected lab animals, or other potentially infectious material.

Health care and laboratory employees whose work may involve the risk of exposure to blood or other potentially infectious materials may include, but are not limited to, the following: physicians, nurses, nurses aides, physician assistants, phlebotomists, medical technologists, therapists, research laboratory personnel, research scientists, and animal laboratory personnel. Others whose positions may include some occupational exposure tasks include employees in law enforcement, custodial/housekeeping services, laundry services, maintenance, child care, equipment technicians, transportation service workers, or couriers involved in delivery and transport of potentially infectious materials.

Universal precautions refer to approaches to infection control in which all human blood and certain human body fluids are treated as if known to be infectious for HIV, HBV, HCV or other bloodborne pathogens. Using this assumption when dealing with infectious materials eliminates the need for decision making to determine the extent of actual or potential disease hazards. The approach establishes minimum standards for contamination control that will effectively control bloodborne pathogens if present. Universal precautions shall be observed to prevent contact with blood or other potentially infectious materials. In situations where differentiation between body fluid types is difficult or impossible (i.e., uncontrolled or emergency situations), all body fluids shall be considered potentially infectious.

**Universal Precautions**

“Universal Precautions” should be followed by all personnel at all times on all patients. The use of Universal Precautions is based on an individual’s skills and interaction with patient’s body
substance, non-intact skin, and mucous membrane. This applies to all personnel at all times regardless of the patient’s diagnosis.

1. All patients must be regarded as potentially infected with blood-borne pathogens.
2. Strict hand washing must be practiced before and after each patient contact. Hands must be washed immediately if they are contaminated with blood or body fluids.
3. Gloves should be worn:
   a. if soiling with blood or body fluids is anticipated,
   b. for placement of intravenous lines.
   c. Gloves should not be reused.
4. Articles contaminated with blood or body fluids should be discarded:
   a. if disposable, in red bags labeled "infectious waste."
   b. Non-disposable items should be cleaned with a hospital approved disinfectant and sent to Central Services for sterilization.
5. Care should be taken to avoid needle-stick injuries. Used needles should not be recapped or bent; they should be placed in a prominently labeled puncture resistant container designated specially for such disposal.
6. Blood spills should be cleaned up promptly with a solution of 5.25% sodium hypochlorite diluted with Water (1:10 household bleach).
7. Health care workers who have exudative lesions or weeping dermatitis should refrain from all patient care and handling equipment until the condition is resolved.
8. To minimize the need for emergency mouth-to-mouth resuscitation, disposable mouth pieces, resuscitation bags or other ventilation devices should be available for use,
9. Pregnant health care workers should strictly adhere to precautions to minimize the risk of HIV transmission.
10. All specimens must be contained in a leak-proof plastic bag labeled ‘bio-hazard.”

Fair Practice Work
Athletic Training students are not to serve in the capacity of a Certified Athletic Trainer. Students are not to act in the capacity of managers, secretarial support staff, livery persons, or coaches, but are expected to work closely with their supervising Preceptor in their respective roles. Requests to perform tasks other than athletic training related duties are not to compromise their educational experience.

Once a student has successfully completed and been evaluated on an athletic training competency and/or clinical proficiency skill, he/she may begin to utilize these skills on a daily basis, under the supervision of the Preceptor, during the field experience. We expect an ATS to be present and active in all academic and clinical roles as part of his/her overall education; failure to do so results in a student compromising his/her own educational experience. Students are permitted to hold part time jobs or participate in University Athletics, with the expectation that students work diligently to avoid conflicts between their respective job responsibilities and clinical education experiences. The ATS is expected to communicate conflicts and schedules with the Clinical Coordinator or Program Director so the appropriate accommodations can be made. Students with part-time employment are expected to comply with Class Attendance and Clinical Education Policies provided by course instructors and are expected to acquire the minimum number of hours required in each clinical education course.

Sexual Harassment Policy and Annual Training Requirement
The Department of Applied Medicine and Rehabilitation is committed to maintaining a positive learning and working environment for its staff, students, and athletes. The Department does not
discriminate on the basis of age, race, color, nationality, religion, sexual orientation, and/or degree level for admission, employment, patient care, and/or other educational activities. The Department is committed to taking steps to prevent sexual harassment in the facilities that students and faculty operate in, as well as, to promptly address any violations of this policy that may occur. In this pursuit of these goals, the ISU Athletic Training program will not tolerate acts of sexual harassment or related retaliation against or by a staff member or a student. This policy: 1) provides a general definition of sexual harassment and related retaliation; 2) prohibits sexual harassment and related retaliation; and 3) sets out procedures to follow when a member of the Department believes a violation of the Policy has occurred. It is also a violation of this Policy for acting deliberately and recklessly either to make a false complaint of sexual harassment or to provide false information regarding a complaint.

Sexual harassment is prohibited and will not be tolerated within the Department or any of the facilities that ISU students operate in. All students are expected to complete Sexual Harassment Training annually. Please refer to the entire policy in Appendix F.

Criminal Background Check/Fingerprinting Policy

Athletic trainers are qualified healthcare professionals who serve the public. As such, the Department has adopted a criminal background check/fingerprinting policy for its students to protect involved parties and ensure legal safety to individuals served during clinical education experiences. This policy serves to protect the department, university, clinical sites, recipients of athletic training services (i.e. the public), and students. However, this policy does not support the exclusion of applicants solely on the basis of a prior felony conviction. Indiana State University and the Department of Applied Medicine and Rehabilitation reserve the right to evaluate self-disclosed and national criminal background check reports to determine the severity of the offense and potential endangerment to the public and ISU affiliations. Students who pose a clear threat to the safety and security of the public, ISU, or ISU affiliations and/or whose convictions are deemed to impede their ability to perform specified requirements of the Athletic Training major shall not be admitted, or be dismissed from the professional phase of the athletic training major at Indiana State University and not be allowed to re-apply at any time. Students may appeal PATP program faculty decisions in writing.

This policy shall not be used to discriminate against students based on race, ethnicity, gender, sexual orientation, religion, or political identification.

All students enrolled in the professional component of the PATP will undergo annual Criminal Background Checks and an initial Fingerprinting prior to the start of participation in formal clinical instruction.

Students in the professional athletic training program must submit a criminal background check annually. The verification may not be more than 3 months old.
Bachelor's of Science in Athletic Training  
Plan of Study  
120 Credits

<table>
<thead>
<tr>
<th>Class</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>ENG 101 Freshman English 1</td>
<td>ENG 105 Freshmen English II</td>
</tr>
<tr>
<td>PSY 101 General Psychology</td>
<td>Quantitative Literacy</td>
</tr>
<tr>
<td>ATTR 202 CPR OR CPR/AEC for Professional Rescuer Certification</td>
<td>ATTR 212/L Care &amp; Prev of Athl Inj &amp; ILL &amp; Lab</td>
</tr>
<tr>
<td>ATTR 110 Intro to Health Professions</td>
<td>ATTR 280 Clinical Kinesiology</td>
</tr>
<tr>
<td>ATTR 210/L Human Anatomy &amp; Lab</td>
<td></td>
</tr>
<tr>
<td>ATTR 225 Medical Terminology</td>
<td></td>
</tr>
<tr>
<td>EN 105 Freshmen English I</td>
<td></td>
</tr>
<tr>
<td>ATTR 202 CPR OR CPR/AEC for Professional Rescuer Certification</td>
<td></td>
</tr>
<tr>
<td>ATTR 212/L Care &amp; Prev of Athl Inj &amp; ILL &amp; Lab</td>
<td></td>
</tr>
<tr>
<td>ATTR 280 Clinical Kinesiology</td>
<td></td>
</tr>
<tr>
<td>ENG 105 Freshmen English II</td>
<td></td>
</tr>
<tr>
<td>ATTR 212/L Care &amp; Prev of Athl Inj &amp; ILL &amp; Lab</td>
<td></td>
</tr>
<tr>
<td>ATTR 280 Clinical Kinesiology</td>
<td></td>
</tr>
</tbody>
</table>

**First year**

<table>
<thead>
<tr>
<th>Class</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATTR 255 – AT Practicum</td>
<td>ATTR 256 AT Practicum II</td>
</tr>
<tr>
<td>ATTR 363/L Ortho Eval. &amp; Diag. I &amp; Lab</td>
<td>ATTR 365/L Ortho Eval &amp; Diag II &amp; Lab</td>
</tr>
<tr>
<td>ATTR 362 Fdn of Ther Mod &amp; Rehab</td>
<td>ATTR 472 Applied Therapeutic Modalities</td>
</tr>
<tr>
<td>PE 220/L Human Physiology &amp; Lab</td>
<td>PE 381 Physiology of Exercise</td>
</tr>
<tr>
<td></td>
<td>Literary Studies</td>
</tr>
<tr>
<td>15</td>
<td>13-14</td>
</tr>
</tbody>
</table>

**Second year**

<table>
<thead>
<tr>
<th>Class</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATTR 355 AT Practicum III</td>
<td>ATTR 356 AT Practicum IV</td>
</tr>
<tr>
<td>ATTR 473 Pathophysiology</td>
<td>ATTR 440 Spec Topics in App. Medicine</td>
</tr>
<tr>
<td>ATTR 475 App. Therap. Rehab &amp; Recond</td>
<td>Historical Studies</td>
</tr>
<tr>
<td>COMM 101 Intro to Speech Comm Health &amp; Wellness</td>
<td>AHS 340 Biostatistics</td>
</tr>
<tr>
<td></td>
<td>Upper Division Integrative Elective</td>
</tr>
<tr>
<td>13</td>
<td>17</td>
</tr>
</tbody>
</table>

**Third year**

<table>
<thead>
<tr>
<th>Class</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATTR 455 AT Practicum V</td>
<td>ATTR 456 AT Practicum VI</td>
</tr>
<tr>
<td>ATTR 425 Admin of Health Care Del Sys</td>
<td>ENG 305T Technical Writing</td>
</tr>
<tr>
<td>AHS 201 Fundamentals of Nutrition</td>
<td>Global Perspectives</td>
</tr>
<tr>
<td>Fine and Performing Arts</td>
<td>Ethics &amp; Social Responsibility</td>
</tr>
<tr>
<td>Upper Division Integrative Elective</td>
<td>Upper Division Integrative Elective</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

**Fourth year**

<table>
<thead>
<tr>
<th>Class</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer following second year – ATTR 354 – Preseason AT Internship (1 credit)</td>
<td></td>
</tr>
</tbody>
</table>

33
Appendix B. National Athletic Trainers’ Association Code of Ethics

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.

PRINCIPLE 1:
Members shall respect the rights, welfare and dignity of all.
1.1 Members shall not discriminate against any legally protected class.
1.2 Members shall be committed to providing competent care.
1.3 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.

PRINCIPLE 2:
Members shall comply with the laws and regulations governing the practice of athletic training.
2.1 Members shall comply with applicable local, state, and federal laws and institutional guidelines.
2.2 Members shall be familiar with and abide by all National Athletic Trainers’ Association standards, rules and regulations.
2.3 Members shall report illegal or unethical practices related to athletic training to the appropriate person or authority.
2.4 Members shall avoid substance abuse and, when necessary, seek rehabilitation for chemical dependency.

PRINCIPLE 3:
Members shall maintain and promote high standards in their provision of services.
3.1 Members shall not misrepresent, either directly or indirectly, their skills, training, professional credentials, identity or services.
3.2 Members shall provide only those services for which they are qualified through education or experience and which are allowed by their practice acts and other pertinent regulation.
3.3 Members shall provide services, make referrals, and seek compensation only for those services that are necessary.
3.4 Members shall recognize the need for continuing education and participate in educational activities that enhance their skills and knowledge.
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 should 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 or that reflects negatively on the profession.
4.1 Members should conduct themselves personally and professionally in a manner that does not compromise their professional responsibilities or the practice of athletic training.

4.2 National Athletic Trainers’ Association current or past volunteer leaders shall not use the NATA 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 welfare 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 to influence the score or outcome of an athletic event, or attempt to induce financial gain through gambling.
Appendix C. BOC Standards of Professional Practice

BOC Standards of Professional Practice
Implemented January 1, 2006

Introduction
The mission of the Board of Certification Inc. (BOC) is to certify Athletic Trainers and to identify, for the public, quality healthcare professionals through a system of certification, adjudication, standards of practice and continuing competency programs. The BOC has been responsible for the certification of Athletic Trainers since 1969. Upon its inception, the BOC was a division of the professional membership organization the National Athletic Trainers' Association. However, in 1989, the BOC became an independent non-profit corporation.

Accordingly, the BOC provides a certification program for the entry-level Athletic Trainer that confers the ATC® credential and establishes requirements for maintaining status as a Certified Athletic Trainer (to be referred to as “Athletic Trainer” from this point forward). A nine member Board of Directors governs the BOC. There are six Athletic Trainer Directors, one Physician Director, one Public Director and one Corporate/Educational Director.

The BOC is the only accredited certification program for Athletic Trainers in the United States. Every five years, the BOC must undergo review and re-accreditation by the National Commission for Certifying Agencies (NCCA). The NCCA is the accreditation body of the National Organization for Competency Assurance.

The BOC Standards of Professional Practice consists of two sections:
I. Practice Standards
   II. Code of Professional Responsibility

I. Practice Standards

Preamble
The Practice Standards (Standards) establish essential practice expectations for all Athletic Trainers. Compliance with the Standards is mandatory.

The Standards are intended to:
• Assist the public in understanding what to expect from an Athletic Trainer
• Assist the Athletic Trainer in evaluating the quality of patient care
• Assist the Athletic Trainer in understanding the duties and obligations imposed by virtue of holding the ATC® credential

The Standards are NOT intended to:
• Prescribe services
• Provide step-by-step procedures
• Ensure specific patient outcomes

The BOC does not express an opinion on the competence or warrant job performance of credential holders; however, every Athletic Trainer and applicant must agree to comply with the Standards at all times.

Standard 1: Direction
The Athletic Trainer renders service or treatment under the direction of a physician.
Standard 2: Prevention
The Athletic Trainer understands and uses preventive measures to ensure the highest quality of care for every patient.

Standard 3: Immediate Care
The Athletic Trainer provides standard immediate care procedures used in emergency situations, independent of setting.

Standard 4: Clinical Evaluation and Diagnosis
Prior to treatment, the Athletic Trainer assesses the patient’s level of function. The patient’s input is considered an integral part of the initial assessment. The Athletic Trainer follows standardized clinical practice in the area of diagnostic reasoning and medical decision making.

Standard 5: Treatment, Rehabilitation and Reconditioning
In development of a treatment program, the Athletic Trainer determines appropriate treatment, rehabilitation and/or reconditioning strategies. Treatment program objectives include long and short-term goals and an appraisal of those which the patient can realistically be expected to achieve from the program. Assessment measures to determine effectiveness of the program are incorporated into the program.

Standard 6: Program Discontinuation
The Athletic Trainer, with collaboration of the physician, recommends discontinuation of the athletic training service when the patient has received optimal benefit of the program. The Athletic Trainer, at the time of discontinuation, notes the final assessment of the patient’s status.

Standard 7: Organization and Administration
All services are documented in writing by the Athletic Trainer and are part of the patient’s permanent records. The Athletic Trainer accepts responsibility for recording details of the patient’s health status.

II. Code of Professional Responsibility
Preamble
The Code of Professional Responsibility (Code) mandates that BOC credential holders and applicants act in a professionally responsible manner in all athletic training services and activities. The BOC requires all Athletic Trainers and applicants to comply with the Code. The BOC may discipline, revoke or take other action with regard to the application or certification of an individual that does not adhere to the Code.

The Professional Practice and Discipline Guidelines and Procedures may be accessed via the BOC website, www.bocatc.org.

Code 1: Patient Responsibility
The Athletic Trainer or applicant:
1.1 Renders quality patient care regardless of the patient’s race, religion, age, sex, nationality, disability, social/economic status or any other characteristic protected by law.
1.2 Protects the patient from harm, acts always in the patient’s best interests and is an advocate for the patient’s welfare.
1.3 Takes appropriate action to protect patients from Athletic Trainers, other healthcare providers or athletic training students who are incompetent, impaired or engaged in illegal or unethical practice.
1.4 Maintains the confidentiality of patient information in accordance with applicable
1.5 Communicates clearly and truthfully with patients and other persons involved in the patient’s program, including, but not limited to, appropriate discussion of assessment results, program plans and progress.

1.6 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.

1.7 Exercises reasonable care, skill and judgment in all professional work.

**Code 2: Competency**
The Athletic Trainer or applicant:

2.1 Engages in lifelong, professional and continuing educational activities.

2.2 Participates in continuous quality improvement activities.

2.3 Complies with the most current BOC recertification policies and requirements.

**Code 3: Professional Responsibility**
The Athletic Trainer or applicant:

3.1 Practices in accordance with the most current BOC Practice Standards.

3.2 Knows and complies with applicable local, state and/or federal rules, requirements, regulations and/or laws related to the practice of athletic training.

3.3 Collaborates and cooperates with other healthcare providers involved in a patient’s care.

3.4 Respects the expertise and responsibility of all healthcare providers involved in a patient’s care.

3.5 Reports any suspected or known violation of a rule, requirement, regulation or law by him/herself and/or by another Athletic Trainer that is related to the practice of athletic training, public health, patient care or education.

3.6 Reports any criminal convictions (with the exception of misdemeanor traffic offenses or traffic ordinance violations that do not involve the use of alcohol or drugs) and/or professional suspension, discipline or sanction received by him/herself or by another Athletic Trainer that is related to athletic training, public health, patient care or education.

3.7 Complies with all BOC exam eligibility requirements and ensures that any information provided to the BOC in connection with any certification application is accurate and truthful.

3.8 Does not, without proper authority, possess, use, copy, access, distribute or discuss certification exams, score reports, answer sheets, certificates, certificant or applicant files, documents or other materials.

3.9 Is candid, responsible and truthful in making any statement to the BOC, and in making any statement in connection with athletic training to the public.

3.10 Complies with all confidentiality and disclosure requirements of the BOC.

3.11 Does not take any action that leads, or may lead, to the conviction, plea of guilty or plea of nolo contendere (no contest) to any felony or to a misdemeanor related to public health, patient care, athletics or education; this includes, but is not limited to: rape; sexual abuse of a child or patient; actual or threatened use of a weapon of violence; the prohibited sale or distribution of controlled substance, or its possession with the intent to distribute; or the use of the position of an Athletic Trainer to improperly influence the outcome or score of an athletic contest or event or in connection with any gambling activity.

3.12 Cooperates with BOC investigations into alleged illegal or unethical activities; this includes but is not limited to, providing factual and non-misleading information.
and responding to requests for information in a timely fashion.
3.13 Does not endorse or advertise products or services with the use of, or by reference to, the BOC name without proper authorization.

**Code 4: Research**
The Athletic Trainer or applicant who engages in research:
4.1 Conducts research according to accepted ethical research and reporting standards established by public law, institutional procedures and/or the health professions.
4.2 Protects the rights and well being of research subjects.
4.3 Conducts research activities with the goal of improving practice, education and public policy relative to the health needs of diverse populations, the health workforce, the organization and administration of health systems and healthcare delivery.

**Code 5: Social Responsibility**
The Athletic Trainer or applicant:
5.1 Uses professional skills and knowledge to positively impact the community.

**Code 6: Business Practices**
The Athletic Trainer or applicant:
6.1 Refrains from deceptive or fraudulent business practices.
6.2 Maintains adequate and customary professional liability insurance.
Appendix D. Student Code of Conduct & Integrity

Student Conduct and Integrity (SCI) is the primary office responsible for conflict resolution as well as addressing alleged violations of the Code of Student Conduct (Code). The staff of SCI have a significant amount of experience coaching students who find themselves involved in conflict and serve as a resource for assisting students concerning behavior prior to and after a conduct violation occurring. SCI encourages responsible and respectful community behavior; focusing on student rights', responsibilities', fairness, honesty, and personal growth. Students are encouraged to embrace the “Sycamore Standard” in how they conduct themselves during their time at Indiana State University.
Appendix E. Medical Pack Signature Pages

Medical packs may be distributed in order to provide appropriate and personalized equipment to treat patients during clinical experience will improve patient care, self-recognition, and student athletic trainers’ confidence as health care professionals. Medical packs were purchased through Curriculum and Research Support for Experiential Learning and Community Engagement from the Center for Public Service and Community Engagement in Spring 2009. Distribution of Medical Packs will be at the discretion of the Program Director and Clinical Education Coordinator (based on need).

**Principle Equipment:**

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Cost</th>
<th>Out</th>
<th>Returned</th>
<th>Equipment</th>
<th>Out</th>
<th>Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sling Bag/Fanny pack</td>
<td>$30.00</td>
<td></td>
<td></td>
<td>Elastic Bandage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heavy-Duty Tape Scissors</td>
<td>$10.00</td>
<td></td>
<td></td>
<td>Penlight</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPR FaceMask</td>
<td>$7.00</td>
<td></td>
<td></td>
<td>Other:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shark Tape Cutter</td>
<td>$8.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stethoscope</td>
<td>$6.99</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sphygmomanometer</td>
<td>$12.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contact Lens Case</td>
<td>$2.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pocket Notepad/Pen</td>
<td>$3.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pocket Mirror</td>
<td>$2.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fingernail Clipper</td>
<td>$2.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Initial only** next to equipment that is included in the medical pack

I, __________________________________________________ agree to be responsible for this medical pack (#___________) and the listed contents wherein. I understand that this medical pack and additional equipment are the possession of the Indiana State University Athletic Training Education Program. I also understand that I must return the medical equipment (intact and in good condition). I further understand that if I fail to return all products (for any reason including lost or stolen), this will result in an incomplete in my Clinical Education course. Finally, I understand that I will be expected to purchase/replace the principle equipment within 1 week of the completion of the semester and that I will receive an incomplete (INC) in my respective Clinical Education course until the equipment is replaced.

____________________________________  _______________________
Student Signature  Date

____________________________________  _______________________
Practicum Instructor Signature  Date
Appendix F. Sexual Harassment Policy

Scope of Policy
This policy applies to any person at the University that is within the PATP or is attending a class, event, clinical site, or program sponsored by the University or Department of Applied Medicine and Rehabilitation. Any visitors to the campus or workers employed by private firms engaging in business within the athletic training room or one of its clinical sites is expected to abide by this policy.

Definitions
- **Appointing authority**: an individual in with the authority to make the ultimate personnel decisions of the particular faculty member or student.
- **Disciplinary authority**: an individual in charge of imposing the disciplinary actions, given by the appointing authority, of the particular faculty member or student.
- **Complainant**: an individual whom the sexual harassment is being done to.
- **Respondent**: an individual that made the conduct that is the subject of the complaint.
- **Sexual Harassment**: defined under state and federal laws as interaction between individuals or the same sex or opposite that is characterized by unsolicited and unwelcome sexual advances, requests for sexual favors, and other verbal, physical, or visual conduct of a sexual nature that interferes with work or school performance by creating an intimidating, hostile, abusive, or offensive educational or work environment. Conduct may be found harassing if it is repetitive or persuasive and sufficiently severe to alter the conditions of employment, education, or participation in University or Department sponsored events or activities or is a single incident that is significantly outrageous or harmful, in and of itself, that it essentially alters the conditions of the environment for the complainant or interferes with an individual’s right to gain an education or perform job related responsibilities.
  - Such conduct may constitute as sexual harassment if:
    - Submission to the conduct or communication is made either explicitly or implicitly a term of the individual’s employment, academic status, educational evaluation and/or progress.
    - Submission to, or rejection, of the conduct or communication by the individual is used as the basis of tangible employment, service, or educational decisions affecting the individual.
    - Submission to, or rejection, of the conduct or communication that has the purpose or effect of negatively interfering with an individual’s work, academic performance, or of creating an intimidating, hostile, or offensive working or educational environment.
    - Submission to, rejection of, or communication by the individual as the basis for deciding beneficial treatment, services, honors, programs, or activities available at or offered for the individual through the work or educational institution.
  - Examples of sexually harassing conduct are and not limited to:
    - Unwelcome sexual advances or sexual pressure.
    - Failure to adequately accommodate for a qualified individual with a disability.
    - Demands for sexual favors in exchange for employment benefits, whether expressed or implied.
    - Making or threatening retaliation after a negative response to sexual advances.
Verbal conduct of a sexual manner, such as derogatory or demeaning comments, slurs, sexually explicit jokes, comments about an individual’s body or physical appearance, suggestive or obscene remarks, or practical jokes.

Physical conduct such as leering, sexual gestures, impeding or blocking movements, pinching, grabbing, patting, intentionally brushing up against another individual, rape, or assault.

Visual conduct of a sexual nature, such as displaying sexual-suggestive objects, cartoons, pictures, or posters.

Posting, sending, or downloading derogatory, or demeaning materials of a sexual nature, or sexually suggestive or explicit materials in any form by any means of transmission, including photocopies, electronic mail, text messages, or the Internet.

Retaliatory Acts: violation of this policy for any individual to engage in retaliatory acts against any staff member or student who reports an incident of alleged sexual harassment, or any staff member who testifies, assists, or participates in a proceeding, investigation, or hearing relating to such allegation of sexual harassment.

Any acts of retaliation or “pay back” against an individual in violation of this sexual harassment policy by a person or group of people will be subject to appropriate corrective and/or disciplinary action, up to and including dismissal from the PATP, regardless of job level or classification.

Consequences of Violations
Any act of sexual harassment is illegal, unprofessional, disrespectful, and may ruin an individual’s career. The Department will strictly enforce this policy. Any violator of this policy, being either a faculty member or student, even if such conduct does not violate State or federal law, will be subject to appropriate corrective and/or disciplinary action, up to and including, dismissal from the PATP, regardless of job level or classification, depending on the severity on the sexual harassment charge. Separate from any actions taken by the Department, violators should be aware that his or her conduct may result in personal civil liability.

To the extent that the above behaviors are exhibited by non-PATP faculty members or students; including, but not limited to athletes, other students, volunteers, interns, applicants for employment, contractors, and other third parties, the Department will use the principles of this policy to take whatever action necessary to implement consequences for past behaviors and prohibitions against future behaviors prohibited by this policy.

Responsibilities
1. Preceptors (PRECEPTORs): responsible for maintaining standards that promote a work and educational setting free from discrimination, harassment, retaliation, and unprofessional or disrespectful conduct. CIs must:
   o Adhere and enforce this policy.
   o Regardless of how the information is presented to the PRECEPTOR, either at the clinical site, practice field, off-site, or a telephone call at home, etc., the PRECEPTOR must take immediate and appropriate corrective action to stop conduct that violates this policy. (Regardless of how secretive another faculty member or a student wants the situation to be confidential).
   o Take pro-active steps to prevent unprofessional or disrespectful conduct.
   o Ensure that students under their supervision and management have received a copy of this policy and have completed and passed the ISU Sexual Harassment online tutorial before being allowed to start clinical rotation.
o Ensure that all students or other faculty members of their rights and of the process for filing a complaint with the ISU Office of Diversity and Affirmative Action.

o Notify the Program Director of the Undergraduate PATP, who will then notify the ISU Office of Diversity and Affirmative Active and Student Judicial Programs, immediately upon becoming aware of conduct that may violate this policy.

o Document the discussion with the other faculty member or student and submit it in writing within 5 working days from the date the faculty member or student informed the PRECEPTOR of the violation.
  ▪ Failure for an PRECEPTOR to comply with the above responsibilities will result in appropriate corrective and/or disciplinary action, including removal of students from supervision.

2. All PATP members, faculty, and students must:
   o Adhere to this policy.
   o Refrain from engaging in, condoning, tolerating, or leaving uncorrected conduct that violates this policy.
   o Report any violations of this policy by making a formal complaint or informal report as described below.
   o Cooperate with any investigation regarding a violation of this policy. Have annually completed and passed the ISU Sexual Harassment online tutorial from the school website.

Investigation Process

1. Reports or complaints under this Policy shall be addressed and resolved as promptly as practicable after the complaint or report is made. Ordinarily, investigations shall be concluded and reports submitted to the reviewing committee no later than 90 days following the receipt of a complaint. Ordinarily, the final report shall be sent to the Department Chair no later than 30 days after the committee’s receipt of the draft report of the investigation.

   It is the responsibility of the sexual harassment officer(s) to determine the most appropriate means for addressing the report or complaint. Options include: 1) investigating the report or complaint in accordance with the Reporting Policy described below, 2) with the agreement of the parties, attempting to resolve the report, or complaint through a form of alternative dispute resolution (e.g., mediation), or 3) determining that the facts of the complaint or report, even if true, would not constitute a violation of this Policy. The campus sexual harassment officer(s) may designate another individual (either from within the University, including an administrator, or from outside the University) to conduct or assist with the investigation or to manage an alternative dispute resolution process. Outside investigators shall have training, qualifications, and experience as will, in the judgment of the sexual harassment officer, facilitate the investigation. Anyone designated to address an allegation must adhere to the requirements of this Policy and confer with the sexual harassment officer(s) about his or her progress.

2. All reports or complaints shall be made as promptly as feasibly possible after the occurrence. (A delay in reporting may be reasonable under some circumstances, as determined on a case-by-case basis. An unreasonable delay in reporting, however, is an appropriate consideration in evaluating the merits of a complaint or report.)

3. If an investigation is conducted, the complainant and the respondent shall have the right to:
   a. Receive written notice of the report or complaint, including a statement of the allegations, as soon after the commencement of the investigation as is
practicable and to the extent permitted by law.
b. Present relevant information to the investigator(s).
c. Receive, at the conclusion of the investigation and appropriate review, a copy of the investigator's report, to the extent permitted by law.

4. The Department Chair, the respondent’s appointing authority and the respondent's supervisor shall be notified that an investigation is taking place. The sexual harassment officer shall advise the respondent’s supervisor whether the respondent should be relieved of any supervisory or evaluative authority during the investigation and review. If the respondent’s supervisor declines to follow the recommendation of the sexual harassment officer, s/he shall send a letter explaining the decision to the Department Chair with a copy to the sexual harassment officer.

5. At the conclusion of an investigation, the investigator shall prepare a written report which shall include a statement of factual findings and a determination of whether this Policy has been violated. The report shall be presented for review to the standing review committee designated by the Department Chair.

6. The standing review committee may consult with the investigator, consult with the parties, and request that further investigation be done by the same or another investigator, or request that the investigation be conducted again by another investigator. The standing review committee may adopt the investigator’s report as its own or may prepare a separate report based on the findings of the investigation. The standing review committee may not, however, conduct its own investigation or hearing. Once the standing review committee has completed its review, the report(s) shall be sent to the ISU Office of Diversity and Affirmative Action the complainant and the respondent, to the extent permitted by law. The report shall also be sent to the Department Chair. If the Department Chair is the respondent or complainant, the report shall be sent to the Associate Dean of Academics of the College of Health and Human Services.

Reporting Process
a) If a Policy violation is found, the report(s) shall be sent to the disciplinary authority for the individual found to have violated the Policy, and the disciplinary authority must initiate a disciplinary process against that individual. The disciplinary authority shall have access to the records of the investigation. If disciplinary action is not taken, the appointing authority and the Department Chair shall be notified accordingly.

b) Following a finding of violation of the Policy, the disciplinary authority shall forward to the sexual harassment officer and to Department Chair, and a statement of the action taken against an individual for violation of this Policy.

c) If a Policy violation is not found, the appointing authority and the Department Chair, shall be notified accordingly.

1. The sexual harassment officer shall advise the complainant and respondent of the resolution of any investigation conducted under this Policy.

2. A copy of the investigator’s written report as approved by the standing review committee shall be provided to: (1) the complainant; (2) the respondent; and (3) the respondent’s appointing authority.

3. In all cases, the sexual harassment officer shall retain the investigator’s report, as approved by the standing review committee, for a minimum of three (3) years or for as long as any administrative or legal action arising out of the complaint is pending.

4. All records of sexual harassment reports and investigations shall be considered confidential and shall not be disclosed publicly except to the extent required by law.

5. Complaints Involving Two or More Campuses: When an alleged Policy violation involves more than one campus, the complaint shall be handled by the campus with disciplinary
authority over the respondent. The campus responsible for the investigation may request the involvement or cooperation of any other affected campus and should advise appropriate officials of the affected campus of the progress and results of the investigation.

6. Complaints By and Against University Employees and Students Arising in an Affiliated Entity: University employees and students sometimes work or study at the worksite or program of another organization affiliated with the University. When a Policy violation is alleged by or against University employees or students in those circumstances, the complaint shall be handled as provided in the affiliation agreement between the University and the other entity. In the absence of an affiliation agreement or a provision addressing this issue, the University may, in its discretion, choose to 1) conduct its own investigation, 2) conduct a joint investigation with the affiliated entity, 3) defer to the findings of an investigation by the affiliated entity where the University has reviewed the investigation process and is satisfied that it was fairly conducted, or 4) use the investigation and findings of the affiliated entity as a basis for further investigation.

Confidentiality
The Offices of Diversity and Affirmative Action shall maintain confidentiality for all parties to the extent permitted by law. It is the responsibility of the University to take prompt action to correct sexually harassing behavior once it is reported. At the complainant's request, the University shall attempt to intervene in a manner that shall maintain the complainant's anonymity. However, complainants should be aware that in a formal investigation due process requires that the identity of the charging party and the substance of the complaint be revealed to persons charged with harassment. Students who wish complete confidentiality may obtain confidential counseling and advice about sexual harassment from counselors in the Office of Counseling and Psychological Services or Student Health Services. Faculty and staff can obtain confidential counseling and advice via employee assistance programs. Non-party witnesses participating in sexual harassment investigations are prohibited from sharing information revealed to them during the investigation with parties, other witnesses or any individuals outside the investigative process.

Record Keeping
The Offices of Diversity and Affirmative Action shall keep all written records of investigations or notes of discussions in a confidential, secure location with access to the records limited to those persons with a "need to know."

No Limitations on Existing Authority
No provision of this Policy shall be construed as a limitation on the authority of a disciplinary authority under applicable policies and procedures to initiate disciplinary action. If an individual is disciplined for conduct that also violates this Policy, the conduct and the discipline imposed shall be reported to a campus sexual harassment officer. If an investigation is conducted under this Policy and no Policy violation is found, that fact does not prevent discipline of the respondent for inappropriate or unprofessional conduct under other applicable policies and procedures.
Appendix G. Criminal Background Check
Criminal histories shall be considered confidential, whether self-disclosed or provided by a third-party. Documentation related to criminal background checks will be maintained with the student’s file in a secure location. This information is considered confidential and will not be released. The student may review this information by requesting a review of the file; photo identification must be produced at the time of the request to obtain access to the file.

I. Self-Disclosure & National Criminal Background Check
All applicants applying to the professional phase of the athletic training major shall complete an Undergraduate PATP application. The application form includes a section for self-disclosure of information about felony convictions. The form will indicate that falsification or omission of criminal history information may result in disqualification for admission into the professional phase of the athletic training major at ISU. Through a “check-box” on the form, applicants will agree to request, pay fees, and submit a criminal background check if they are admitted into the professional phase. Finally, the form will indicate that all offers for admission into the professional phase are made contingent on a successful background check. If conditionally accepted into the professional phase of the athletic training major, students must submit an official national criminal background check prior to formal admittance and at least one week before the academic semester and formal clinical experiences begin, as well as at the start of each annual year thereafter.

II. Evaluation of Disclosed Offenses
Self-disclosed criminal background information on applicants, absent applicant names, shall be forwarded from the Program Director to the Department Chair and appropriate members of the PATP program faculty. The Program Director shall be responsible to share the information with other departmental decision-makers.

A. Decision-rules:
   a. If there are no items of a felony nature reported or offenses that may endanger the public, an applicant shall be considered qualified for admission to the professional phase of the athletic training major at ISU.
   b. If items of a felony nature or offenses that endanger the public are reported,
      i. The Program Director and other departmental decision-makers shall use the attached “Guidelines” to determine the applicant’s qualification for admission. The Program Director will communicate the result of the PATP program faculty’s evaluation and appropriate justification to the Department Chair.
      ii. If an applicant is “disqualified” for admission, the Program Director shall record in the student’s file that his/her application may be excluded from further consideration.
      iii. “Disqualified” students will have an opportunity to appeal the PATP program faculty’s decision. The appeal must be made in writing.

Guidelines
These guidelines are designed to assist decision-makers charged with determining whether to exclude a student for admittance and/or retention in the professional phase of the athletic training major based on a specified felony conviction and/or offense deemed as a potential to endanger the public.
I. Disqualifying Convictions

Normally, felony convictions involving violence against others shall disqualify a student from the professional phase of the athletic training major at Indiana State University. Felony convictions that occurred while the applicant was employed at an educational institution or in which the offenses were directed at the faculty, staff, or students of an educational institution shall also typically disqualify an applicant from employment at ISU. Other felony convictions may also disqualify an applicant or student in the professional phase of the athletic training major if, in the best judgment of decision-makers, the conviction(s) will substantially interfere with the student’s ability to represent the Department, University, and/or Athletic Training profession, or perform expected skills and duties in clinical education settings.

II. Extenuating Considerations

The following (non-exhaustive) list of factors shall be considered in determining whether a specific felony conviction should exclude a specific student from the professional phase of the athletic training major at ISU:

a. the nature of the conviction(s)
b. the age of the conviction(s) and the student’s age at the time of the offense(s)
c. the pattern, if any, of multiple convictions
d. the student’s probation/parole status