

ANDERSON UNIVERSITY ATHLETIC TRAINING PROGRAM

2019-2020 HANDBOOK



Preparing students, within a Christian, liberal-arts tradition, as health care providers for a lifetime of service dedicated to whole-person, patient centered care.

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PROGRAM DESCRIPTION

INTRODUCTION

This handbook was created for the benefit of the students and preceptors of the Anderson University Athletic Training Program. The purpose of the handbook is to assist students as they progress through the Athletic Training Program at Anderson University. It is a centralized location for important information relative to the Athletic Training Program. Additionally, this handbook is designed to assist faculty, staff, and preceptors in the education, guidance, and experiences of the students. Important policies, guidelines, and resources are presented. This handbook gives direction and provides guidelines to frame decisions within the Athletic Training Program. In addition, the handbook should be used as a tool to help the athletic training student get the most of his/her education and clinical experience at Anderson University. Please read this handbook with these thoughts in mind and follow the guidelines that are laid out here. This handbook is also available on the Athletic Training Program's website at www.anderson.edu/academics/athletic-training/

PROGRAM OVERVIEW

The Athletic Training Program (ATP) at Anderson University has a rich history. It was started in 1977 and was first accredited in 1989. The ATP at Anderson University leads to a Bachelor of Arts Degree in Athletic Training and is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). CAATE accreditation is a requirement for graduates of the program to sit for the National Board of Certification exam, allowing them to become certified athletic trainers. The diverse lessons learned while in the ATP prepare students for entry not only in careers in athletic training but a variety of allied health professions. As the first private college in Indiana with an accredited program, we have a vast network of sports medicine professionals among our alumni. Not only does the athletic training program prepare students for the certification exam, it will also prepare them for a lifetime of service dedicated to whole-person, patient centered care. The ATP at AU is centered in the Gaither Sports Medicine Center located in the Kardatzke Wellness Center.

ACCREDITATION

Anderson University is accredited by the Higher Learning Commission.

Website: www.ncahigherlearningcommission.org

Phone: (312) 263-0456

The program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE)

Website: www.caate.net

Phone: (512) 733-9700.

MISSION OF ANDERSON UNIVERSITY

The mission of Anderson University is to educate for a life of faith and service in the church and society.

Established and sustained within the free and open traditions of the Church of God, this university is committed to being a teaching-learning community of the highest order, engaged in the pursuit of truth from a Christian faith perspective. Through academic and Christian discovery, we intend to graduate people with a global perspective who are competent, caring, creative, generous individuals of character and potential. We will build those quality programs that will enable each member of the university to become stronger in body, mind, and spirit, to experience what it means to love God and neighbor, and to adopt Christ-like servant ways in all of life.

MISSION OF THE ANDERSON UNIVERSITY ATHLETIC TRAINING PROGRAM

The mission of the Anderson University Athletic Training Program is to prepare students, within a Christian, liberal-arts tradition, as health care providers for a lifetime of service dedicated to whole-person, patient centered care.

STATEMENT OF COMPLIANCE

Anderson University maintains compliance with applicable Federal and State statutes related to private institutions of higher education including the Family Educational Rights and Privacy Act (FERPA), as amended; the Student Right to Know Act, as amended; and the Solomon Amendment. In compliance with the Civil Rights Act of 1964 and 1991, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 as amended, the university does not discriminate in its education programs or admissions procedures. Anderson University is a not-for-profit exempt organization as described in Section 501(c)(3) of the Internal Revenue Code. The following individuals have been designated to handle inquiries regarding non-discrimination policies: Director of Office of Work Life Engagement, 1100 E. 5th St, Anderson, IN 46012, telephone (765) 641-4133, and Director of Disability Services for Students, 1100 E. 5th St, Anderson, IN 46012, (765) 641-4223.

ATHLETIC TRAINING PROGRAM ACADEMIC REQUIREMENTS

A strong emphasis is placed on the knowledge learned in the classroom and laboratory. Students are expected to utilize newly acquired knowledge to practice and enhance their clinical skills. Clinical education experiences challenge the student to develop and apply the knowledge and clinical skills learned in the classroom. Clinical education addresses the continuum of care that prepares the student to function in a variety of patient care settings, working with patients engaged in a wide range of activities, and managing injuries/conditions described in the athletic training knowledge, skills, Role Delineation Study/Practice Analysis, and standards of practice delineated for an athletic trainer in the profession. Clinical experiences are designed to expose students to the following areas: individual and team sports, sports requiring equipment (e.g., helmet and shoulder pads), patients of different sexes, non-sport patient populations (e.g., outpatient clinic), and a variety of conditions other than orthopedics (e.g., primary care). Settings for these clinical experiences range from Anderson University intercollegiate athletics, area high schools, area colleges, sports medicine clinics, hospitals, and rehabilitation clinics. The classroom and clinical education experiences are vital in preparing the student for employment in a variety of settings.

STUDENT LEARNING GOALS AND OBJECTIVES

Goal #1 Patient-Care and Procedural Skills

Athletic training students must be able to serve as an advocate for a patient's best interests while providing patient care that is compassionate, appropriate, and effective in taking into account the patient's level of functioning as a dynamic interaction between their health conditions, environmental factors, and personal factors for the treatment of health problems and the promotion of health.

- Gather essential and accurate information about the patient.
- Make informed diagnostic and therapeutic decisions based on patient information, current scientific evidence, clinical judgement, and patient preference.
- Carry out patient management plans with the incorporation of patient education and self-care programs.

Objectives

1. Preceptor evaluations indicate that 80% of students are at/above expected level of all sub-goals.
2. Clinical Education Coordinator summative evaluations demonstrate a minimum of 80% of students at at/above expected level for the core competency.
3. Student Annual evaluations demonstrate a minimum of 80% of students at at/above expected level for the core competency.

Goal #2 Medical Knowledge

Athletic training students must demonstrate both established and evolving knowledge of injury prevention, clinical evaluation and diagnosis, immediate care, treatment, and rehabilitation as well as demonstrate effective critical thinking skills in the application of this knowledge to whole-person, patient centered care.

- Demonstrate an investigatory and analytic approach to clinical problem solving and knowledge acquisition.
- Know, apply, and teach the basic and clinically supportive sciences appropriate for the profession of athletic training.
- Competently perform all medical procedures considered essential for the scope of practice.

Objectives

1. Preceptor evaluations indicate that 80% of students are at/above expected level of all sub-goals.
2. Clinical Education Coordinator summative evaluations demonstrate a minimum of 80% of students at at/above expected level for the core competency.
3. Student Annual evaluations demonstrate a minimum of 80% of students at at/above expected level for the core competency.

Goal #3 Practice-Based Learning and Improvement

Athletic training students must demonstrate the ability to implement systems of quality assurance and improvement through the investigation and evaluation of their care of patients, appraisal and assimilation of scientific evidence, and continual improvement of patient care based on regular self-evaluation and life-long learning.

- Analyze practice experience and perform practice-based improvement activities using systematic methodology.
- Locate, appraise, and assimilate evidence from scientific studies related to their patients' health problems.
- Use information technology, peer review, and self-assessment to promote life-long learning.

Objectives

1. Preceptor evaluations indicate that 80% of students are at/above expected level of all sub-goals.
2. Clinical Education Coordinator summative evaluations demonstrate a minimum of 80% of students at at/above expected level for the core competency.
3. Student Annual evaluations demonstrate a minimum of 80% of students at at/above expected level for the core competency.

Goal #4 Interpersonal and Communication Skills

Athletic training students must demonstrate interpersonal and communication skills within the framework of the International Classification of Functioning, Disability, and Health (ICF) that results in the effective exchange of information and collaboration with patients, their families, coaching staff and other health professionals.

- Communicate effectively to create and sustain a therapeutic relationship with patients and families.
- Work effectively with others as a member of a health care team.
- Demonstrate ability to communicate through advanced writing skills.

Objectives

1. Preceptor evaluations indicate that 80% of students are at/above expected level of all sub-goals.
2. Clinical Education Coordinator summative evaluations demonstrate a minimum of 80% of students at at/above expected level for the core competency.
3. Student Annual evaluations demonstrate a minimum of 80% of students at at/above expected level for the core competency.

Goal #5 Professionalism

Athletic training students must demonstrate a commitment to ethical principles and carrying out professional responsibilities compliant with the BOC Standards of Professional Practice and all applicable laws and regulations of the practice of athletic training. To help accomplish this, students must be able to self-assess professional competence and plan for life-long development.

- Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society that supersedes self-interest; accountability to patients, society, and the profession; and a commitment to excellence and on-going professional development.
- Demonstrate a commitment to ethical principles pertaining to provision of clinical care, patient referral, confidentiality of patient information, informed consent, and business practices.
- Demonstrate sensitivity and responsiveness to a diverse patient population, including, but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation.

Objectives

1. Preceptor evaluations indicate that 80% of students are at/above expected level of all sub-goals.
2. Clinical Education Coordinator summative evaluations demonstrate a minimum of 80% of students at at/above expected level for the core competency.
3. Student Annual evaluations demonstrate a minimum of 80% of students at at/above expected level for the core competency.

Goal #6 Systems-Based Practice

Athletic training students must demonstrate awareness of the larger context of the health care system while still advocating for the profession of athletic training, as well as demonstrate the ability to call effectively on other health care and wellness professionals in the system to provide optimal patient centered care.

- Know how types of medical practice and delivery systems differ from one another, including methods of controlling health care costs and allocating resources.
- Practice cost-effective health care and resource allocation that does not compromise quality of care.
- Advocate for quality patient care and assist patients in dealing with system complexities.

Objectives

1. Preceptor evaluations indicate that 80% of students are at/above expected level of all sub-goals.
2. Clinical Education Coordinator summative evaluations demonstrate a minimum of 80% of students at at/above expected level for the core competency.
3. Student Annual evaluations demonstrate a minimum of 80% of students at at/above expected level for the core competency.

ATHLETIC TRAINING MAJOR COURSE DESCRIPTIONS

ATRG 1460 Emergency Response **2 hrs.**

Prepares students to earn American Heart Association certification in CPR for the professional rescuer and AED upon successful completion of the course. Splinting, spine boarding, and wound care are covered in the lab portion of the course. Credit may not be earned in both PEHS 1450 and ATRG 1460. NOTE: Intended for prospective athletic training majors only. Fee required. OFFERED: Sem. I.

ATRG 1490 Beginning Athletic Training **2 hrs.**

Introduces the athletic training profession. Examines relationship of athletic trainers in the management and care of injuries and their role as professional allied health-care practitioners. Includes an overview of the following topics: injury evaluation process, athletic equipment, therapeutic modalities, and therapeutic exercise. NOTE: Intended for prospective athletic training majors only. OFFERED: Sem. I.

ATRG 1500 Clinical Experience in Athletic Training I **1 hr.**

Provides students with the practical application of taping and bracing techniques within athletic training. PREREQUISITE: ATRG 1460, 1490. NOTE: Intended for prospective athletic training majors only. OFFERED: Sem. II.

ATRG 1530 Theory of Conditioning of Athletes **3 hrs.**

Investigates the physiological background, techniques/methods, and precautions of conditioning athletes. Analyzes nutrition, ergogenic aids, gender, age, and climatic issues. OFFERED: Sem. II.

ATRG 1590 Advanced Athletic Training **2 hrs.**

Builds on information gained in ATRG 1490. Includes prevention, evaluation, and treatment of athletic-related injuries. Emphasis given to basic anatomy and injury assessment of the extremities, head, and spine. **Prerequisite:** ATRG 1460, 1490. NOTE: Intended for prospective athletic training majors only. OFFERED: Sem. II.

ATRG 2200 Psycho-Social Aspects of Sport **2 hrs.**

Athletic trainers must be able to recognize and appropriately refer athletes and physically active people based on psychological and sociological well-being. Emphasis will be placed on the psychological/sociological principles as they apply to athletic participation, burnout, injury treatment and rehabilitation compliance, the use of performance enhancing drugs, body image dysmorphia, and eating disorders. OFFERED: Sem. I.

ATRG 2220 Pharmacological and Ergogenic Aids in Sport **3 hrs.**

Performance enhancing drugs (PEDs) are becoming an increasingly significant discussion in sports at all levels of participation. Likewise, the use and abuse of prescription medication and illegal drugs is on the rise among all groups, including athletes and physically active individuals. Students will be prepared for understanding the basic concepts of pharmacology and ergogenic aids/PEDs, as well as be able to identify the signs of their use/misuse. OFFERED: Sem. II.

ATRG 2400 Clinical Experience in Athletic Training II **1 hr.**

Guided experiences in emergency response and basic prevention, evaluation, and treatment of athletic-related injuries. Students will be tested throughout this course in both real-time and practice settings. PREREQUISITE: Athletic training major in good standing. OFFERED: Every semester.

ATRG 2420 Therapeutic Modalities **3 hrs.**

Introduces students to common therapeutic modalities and their use in sports medicine. Includes the application of physics and biophysics to each modality considering effects, application techniques, indications, and contraindications. Emphasizes safety during instruction and laboratory experiences. PREREQUISITE: ATRG 1500, 1590; Athletic training major in good standing. Fee required. OFFERED: Sem. I.

ATRG 2440 Lower Body Joint and Extremity Assessment **2 hrs.**

Examines techniques and procedures for clinical evaluation of common athletic injuries, emphasizing major joint structures. Incorporates appropriate examination techniques and procedures into an effective, systematic clinical evaluation of the lower body. PREREQUISITE: ATRG 1500, 1590; athletic training major in good standing. OFFERED: Sem. I.

ATRG 2500 Clinical Experience in Athletic Training III **1 hr.**
Guided experiences in the evaluation and treatment of lower extremity injuries, therapeutic modalities, and the psycho-social aspect of sport. Students will be tested throughout this course in both real-time and practice settings. PREREQUISITE: Athletic training major in good standing. OFFERED: Sem. I, II.

ATRG 2540 Upper Body Joint and Extremity Assessment **2 hrs.**
Examines techniques and procedures for clinical evaluation of common athletic injuries, emphasizing major joint structures. Incorporates appropriate examination techniques and procedures into an effective, systematic clinical evaluation of the upper body. PREREQUISITE: ATRG 2440; athletic training major in good standing. Fee required. OFFERED: Sem. II.

ATRG 3400 Clinical Experience in Athletic Training IV **1 hr.**
Guided experiences in the evaluation and treatment of upper extremity injuries, sports nutrition, and pharmacology in sport. Students will be tested throughout this course in both real-time and practice settings. PREREQUISITE: Athletic training major in good standing. OFFERED: Sem. I, II.

ATRG 3440 Therapeutic Rehabilitation **3 hrs.**
Introduces students to common therapeutic rehabilitation techniques and their use in sports medicine. Includes the application of each technique in consideration of the healing process. Emphasizes proper rehabilitation program design and laboratory experiences. This course applies to the liberal arts writing intensive requirement. PREREQUISITE: ATRG 2420, 2540; athletic training major in good standing. Fee required. OFFERED: Sem. I.

ATRG 3450 Medical Issues in Athletic Training I **2 hrs.**
Examines advanced topics in sports medicine, including anatomy, pathology, recognition, evaluation, management, and emergent treatment of general medical illnesses and conditions involved in an athletic health-care environment. Special topics include environmental-related illness, administration of pre-participation physical examinations, and athletic health care for special populations (aging athletes, female athletes, etc.). PREREQUISITE: ATRG 2420, 2540; BIOL 2410, 2420; athletic training major in good standing. Fee required. OFFERED: Sem. I.

ATRG 3500 Clinical Experience in Athletic Training V **1 hr.**
Guided experiences in the therapeutic rehabilitation of athletic injuries. Students will be tested throughout this course in both real-time and practice settings. PREREQUISITE: Athletic training major in good standing. OFFERED: Sem. I, II.

ATRG 3550 Medical Issues in Athletic Training II **2 hrs.**
Examines advanced medical issues concerning anatomy, kinesiology, pathology, recognition, evaluation, management, and emergent treatment of specific injuries and conditions involved in an athletic health-care environment. Includes an introduction to pharmacology. PREREQUISITE: ATRG 3450; athletic training major in good standing. OFFERED: Sem. II.

ATRG 4400 Clinical Experience in Athletic Training VI **1 hr.**
Guided experiences in the treatment of general medical conditions and sports performance of athletes. Students will be tested throughout this course in both real-time and practice settings. PREREQUISITE: Athletic training major in good standing. OFFERED: Sem. I, II.

ATRG 4460 Administration of Athletic Training **3 hrs.**
Develops skills in the organization and administration of an athletic training/sports medicine program including philosophy, budget, facilities, equipment, insurance, legal aspects, records, employment, personnel, and structure of the National Athletic Trainers' Association. PREREQUISITE: Athletic training major in good standing; senior standing. OFFERED: Sem. I.

ATRG 4500 Clinical Experience in Athletic Training VII **1hr.**
Guides experiences in evaluation, treatment, disposition, and rehabilitation of sports-related injuries. Prerequisite: ATRG 3440; athletic training major in good standing.

ATRG 4550 Research in Athletic Training **1 hr.**
The need for quality evidence-based practice is growing in all allied health professions. Student athletic trainers must be prepared to understand and utilize the evidence related to all aspects of athletic training. Likewise, students must learn how to add to the body of knowledge within athletic training. This course will discuss a variety of research methods, including both

qualitative and quantitative, as they relate to athletic training and health care. Students will begin a yearlong independent research project. Fee required. This course applies to the liberal arts writing intensive requirement. OFFERED: Sem. I.

ATRG 4910 Seminar in Athletic Training **2 hrs.**

Overview of research methodology in athletic training. Prepares students for the BOC examination and entry into the profession. Capstone course in athletic training. Selected topics of current interest in sports medicine. Requires the development and presentation of an independent research project. This course applies to the liberal arts speaking intensive requirement. PREREQUISITE: Athletic training major in good standing; senior standing. Fee required. OFFERED: Sem. II.

BIOL 2410 Human Anatomy and Physiology I **4 hrs.**

Topics will include cell form and function and organization of human cells into tissues, organs, and organ systems. This course will emphasize skeletal tissues, muscles, and the nervous and endocrine systems. Emphasis will be given to pathological conditions that alter the normal functions of these organ systems and how these alterations affect the organism as a whole. The lecture and laboratory experiences will emphasize how the structure and function of each topic is interrelated (that function follows form). OFFERED: Sem. I.

BIOL 2420 Human Anatomy and Physiology II **4 hrs.**

Topics will include cell form and function as well as the human digestive, cardiovascular, respiratory, urinary, and reproductive systems. Emphasis will be given to pathological conditions that alter the normal functions of these organ systems and how these alterations affect the organism as a whole. The lecture and laboratory experiences will emphasize how the structure and function of each topic is interrelated (that function follows form). PREREQUISITE: BIOL 2410 or CHEM 1000. OFFERED: Sem. II.

EXSC 2580 Sports Nutrition **3 hrs.**

Explores principles of nutrition as they relate to athletes and athletic competition, including the role of athletic trainers and coaches in implementing sound sports nutrition programs to promote optimal health and performance for athletes. Includes topics such as pre-event and post-event meal planning, nutritional assessment, nutritional counseling, carbohydrate loading, electrolyte drinks, ergogenic aids, protein and vitamin supplementation, recognition of eating disorders, and physiological aspects of nutrition as they relate to athletic competition. OFFERED: Sem. I, II.

EXSC 3470 Physiology of Exercise I **4 hrs.**

Studies physiological changes in the human organism as a result of physical exercise, including immediate and chronic responses of the body to exercise, physiological limitations to exercise, and limitations of present physiological knowledge for total understanding of exercise response. Practical applications of physiology to coaching and teaching. PREREQUISITE: BIOL 2420. OFFERED: Sem. I.

EXSC 3520 Biomechanics I **4 hrs.**

Examines the scientific principles basic to human motion: both anatomical and biomechanical. Includes a laboratory experience. PREREQUISITE: BIOL 2410. OFFERED: Sem. II.

PSYC 2000 General Psychology **3 hrs.**

An introduction to the scientific study of mental processes and behavior. Topics include history, biological basis of behavior, sensation, perception, development, learning, memory, motivation, emotion, social, abnormal, statistics, counseling, and therapy. Required of all psychology majors and minors. OFFERED: Sem. I, II.

ATHLETIC TRAINING ELECTIVE

ATRG 4850 Practicum in Athletic Training **1-4 hrs.**

Provides opportunity for independent work or field experiences in the sports medicine field. PREREQUISITE: Athletic training major in good standing. CONSENT: Instructor. REPEAT: May be repeated for a total of 8 hours. GRADE: CR/NC. OFFERED: Every semester as needed.

ATHLETIC TRAINING MAJOR COURSE SEQUENCE

SEMESTER 1		SEMESTER 2	
ATRG 1490	2 Hours	ATRG 1500	1 Hours
BIOL 2410	4 Hours	ATRG 1460	2 Hours
ENGL 1100/ENGL 1110	3-4 Hours	ATRG 1590	2 Hours
LART 1050	1 Hour	BIOL 2420	4 Hours
Personal Wellness	2 Hours	ENGL 1120	3 Hours
COMM 1000	3 Hours	Additional Class	3 Hours

SEMESTER 3		SEMESTER 4	
ATRG 2400	1 Hour	ATRG 2220	3 Hours
ATRG 2420	3 Hours	ATRG 2540	2 Hours
ATRG 2440	2 Hours	EXSC 2580	3 Hours
Quantitative Reasoning	3 Hours	EXSC 3520	4 Hours
Foreign Language	4 Hours	ATRG 2500	1 Hour
Additional Class	3 Hours	Additional Class	3 Hours

SEMESTER 5		SEMESTER 6	
ATRG 3400	1 Hour	ATRG 1530	3 Hours
ATRG 3440	3 Hours	ATRG 3500	1 Hour
ATRG 3450	2 Hours	ATRG 3550	2 Hours
EXSC 3470	4 Hours	ATRG 2200	2 Hours
BIBL 2000	3 Hours	PSYC 2000	3 Hours
Aesthetic Ways of Knowing	3 Hours	Scientific Ways of Knowing	4 Hours

SEMESTER 7		SEMESTER 8	
ATRG 4550	1 Hours	ATRG 4500	1 Hours
ATRG 4460	3 Hours	ATRG 4910	2 Hours
ATRG 4400	1 Hour	Global/Intercultural	3 Hours
Civic Ways of Knowing	3 Hours	Additional Class	3 Hours
Christian Ways of Knowing	3 hours	Additional Class	3 Hours
Additional Class	3 Hours	Additional Class	3 Hours

CLINICAL EDUCATION

Clinical education is the cornerstone of athletic training education as it provides students with an opportunity to integrate the knowledge and skills learned in the classroom on patients under the supervision of a preceptor. The clinical portion of the students' education is housed within each of the Clinical Experiences courses (ATRG 2400, 2500, 3400, 3500, 4400, 4500). There are specific requirements, as mandated by CAATE that students must achieve as part of those experiences. In addition to successfully completing the clinical portion of the course, students must demonstrate clinical proficiency assigned to each course in order to pass the course.

Clinical education experience placements are made based on course sequencing, site availability, and student needs. A student's preference will be considered, but is not guaranteed. Students are required to complete a minimum of six (6) semesters of clinical education. During the professional phase of the program, the student may be assigned to on-campus or off-campus clinical education experiences. When assigned to an off-campus clinical education experience, the student should be prepared to fulfill requirements for that site (e.g. background check, immunizations, orientation) as well as plan for transportation to that site.

During their tenure at Anderson University, students will be assigned to various clinical assignments and off-campus clinical affiliations. Clinical assignments are scheduled based on sport seasons, while off-campus clinical affiliations are based on the academic level of the student and are scheduled around clinical assignments. All students enrolled in clinical classes must participate in at least one clinical rotation or affiliate rotation (Sports Medicine clinic, Rehabilitation clinic or surgical rotation). Students, who may be involved in athletics or other education-based programs on campus, may be required to complete an additional semester to fulfill the clinical education requirements.

During a clinical rotation, it is the student's responsibility to be involved in patient care and when there are periods of "down time," the student should practice skills, or be involved in administrative and maintenance duties (i.e. restock taping areas, clean equipment, reorganize cabinets, etc.). All athletic training services provided should be discussed with the preceptor before the student provides those services to the patient.

All athletic training students (sophomores through seniors) are encouraged to limit their clinical education hours to an average of no more than 20 hours/week during the fall and spring semesters. Students should be granted at least one day off from clinical education in every seven (7) days during the academic semester. These clinical hour limits will be in effect while classes are in session and not during pre-season training or holidays. All attempts are made to have housing and meals paid by the university when the student is involved in clinical education during times when classes are not in session.

All students are responsible for transportation to and from all on- and off-campus clinical sites. Access to a vehicle is required, as most off-campus clinical sites are not accessible via public transportation. In addition, all students may incur some additional expenses related to clinical education in the form of clothing requirements and equipment needs.

Students must be supervised at all times by a preceptor when engaged in clinical education, meaning that the preceptor must be present and have the ability to intervene on behalf of the student and/or the patient. Clinical education follows a logical progression of clinical supervised responsibility given to the student as he/she progresses through the program, leading to autonomous practice upon graduation.

Clinical Education Supervision

Although one of the major goals of a clinical experience is for students to become autonomous in their skills and decision making, students should never confuse autonomy with unsupervised practice. Autonomy, as practiced by students, refers to becoming proficient to the extent that they collaborate in making and implementing decisions regarding the care of their patients. Students should work to become competent and comfortable in decision-making, but all care-related decisions made by students must be reviewed with their preceptors prior to implementation. Clinical experiences will frequently involve student autonomy in activity and collaboration in decision making, but students are never the primary care provider for a patient or team. To this end, it is wholly incorrect for a student to see themselves as "the athletic trainer" for a team or to look at his/her time in clinical experience as "covering" a practice or a game. Instead, clinical experiences must be seen from an educational perspective and the students must see themselves as being there to learn, develop and/or refine clinical skills, and to foster an understanding and appreciation of all aspects of the profession.

The AU Athletic Training program does not support unsupervised clinical education experiences. Students may not represent themselves as an athletic trainer or perform athletic training activities outside of their clinical education experience. There may be unplanned times that a student is briefly unsupervised during their clinical rotations. During these uncommon times, students will not perform athletic training skills. If a student finds themselves in a situation in which he/she is unsupervised, he/she may act voluntarily as a first aid provider, which will be viewed as non-compulsory. Athletic training services may only be provided with the knowledge of the preceptor and when the preceptor can intervene.

Student Expectations for Clinical Education

1. Model the Foundational Behaviors of Professional Practice
2. Uphold the policies and procedures contained within the AU Athletic Training Program Handbook, including professional dress at all times when providing patient care.
3. Abide by the NATA Code of Ethics and the BOC Standards of Professional Practice.
4. Model professionalism in everything you do. This includes, but is not limited to: punctuality, communication with patients, preceptors, coaches and other athletic training students.
5. Communicate any schedule changes, tardiness, or unforeseen situations (e.g. illness, personal emergency) with your preceptor as soon as possible.
6. Be an active learner who puts forth consistent and substantial effort. Ask questions and be engaged.
7. Refrain from applying skills during clinical education that have not been formally instructed and evaluated by either the classroom instructor or the preceptor.
8. Expect and understand the need for constructive criticism.
9. Have a positive attitude.
10. Communicate all things related to patient care to the preceptor. The preceptor is responsible for the care of the patient, so it is vital that you communicate results of assessments, changes in health status, or other medically related situations to the preceptor. Furthermore, seek approval from the preceptor prior to changing the patient care plan.

Preceptor Expectations in Clinical Education

1. Model the Foundational Behaviors of Professional Practice
2. Uphold the policies and procedures contained within the AU Athletic Training Program Handbook
3. Abide by the NATA Code of Ethics and the BOC Standards of Professional Practice.
4. Model professionalism
5. Communicate any schedule changes, tardiness, or unforeseen situations (e.g. illness, personal emergency) with the student(s) as soon as possible.
6. Students must be supervised. As the student progresses through the program, they can be afforded greater responsibility and autonomy, but always under supervision.
7. Provide instruction and assess the current knowledge, skills and clinical abilities of the student.
8. Provide instruction and opportunities for the student to practice clinical skills, communication skills, and clinical decision-making during actual patient care.
9. Institute informal educational sessions with the student and provide feedback when appropriate. Encourage the student to ask questions and remain engaged throughout the clinical experience.
10. Evaluate the student's clinical proficiency, communication skills and clinical decision-making during patient care.
11. Complete all clinical evaluations of students in a timely fashion. All clinical evaluations should be discussed in person with the student prior to submission.
12. Orientate the student to the clinical site, which includes the following: location of bloodborne pathogen barriers and control measures, practice and review of the site's Emergency Action Plan, location of all emergency equipment (e.g. AED), and introductions to key personnel at that site.

Preceptor Absence Policy

Preceptor is not on campus or absent when your clinical assignment was supposed to begin.

1. Contact your preceptor to find out when they will be returning to the clinical site.
2. If your preceptor does not return within 20 minutes, then you should let the Clinical Education Coordinator know. You may leave for the day, but before doing so please make sure you let your preceptor know. You may leave water out for the team before you leave.
3. If your clinical assignment is in a location where there are other ATCs who have been preceptor trained, then you should ask one of them if they could supervise you. That preceptor may not be able to supervise, please do not assume that they are able and willing to serve as your supervisor for the day. If that ATC is able to supervise you

until your preceptor arrives then you may stay and work, if not then you should either wait for your preceptor to return or leave the site after the initial 20-minute wait period.

4. If you are unsupervised then you may act as a first aider only. You are only able to do treatments, injury assessments, or other athletic training duties when supervised by a preceptor trained ATC.

If at any time you feel like the preceptor absence or tardiness is becoming a problem or inhibiting your learning experience, please contact the Clinical Education Coordinator to make her aware of the situation.

Clinical Education Dress Code

In order to maintain the level of professionalism needed in the Sports Medicine Center at Anderson University and the athletic training facilities at the high schools, the following dress code is in effect:

1. General Information
 - Professional presentation as an athletic training student must occur at all times during clinical assignments. Professional presentation includes appropriate attire, demeanor, and proper hygiene. Discretion should be used concerning make-up, tattoos, jewelry, and piercings.
 - To ensure patient and student safety, the following jewelry items are not permitted to be worn during clinical assignments: nose rings, eyebrow rings, tongue piercings, long necklaces, excessive finger rings and bracelets, and excessive ear piercings.
 - Personal hygiene requirements include the following: hair must be clean, out of the eyes, and unobtrusive while performing athletic training duties. Long hair should be tied back so as to not interfere with clinical skills. Hands and fingernails should be clean at all times, and fingernails must be at an appropriate length as to not harm patients or serve as a potential health hazard. Facial hair, with the exception of neatly trimmed mustaches or goatees, is not permitted.
 - When placed at a clinical site outside of Anderson University, please check with the preceptor to determine appropriate attire. If there is no dress code required at that site, you must follow the policy set by the Athletic Training Program.
 - Appropriate attire must be professional at all times and may not reveal undergarments or body areas that would be considered inappropriate in a professional environment.
 - Lockers are available for student use in the AU Sports Med Center.
2. Athletic Training Facility/Athletic Practices
 - Collared shirts with the AU Sports Medicine Logo (AU Sports Medicine T-shirts for freshmen) or attire previously agreed upon by the preceptor is required. Clothing should be of an appropriate color when representing Anderson University. These colors include orange, black, white, gray, or khaki.
 - Pants and shorts should be of appropriate length and worn on or above the iliac crests. Khaki or black colored dress pants/shorts are acceptable. Ripped or patched clothing, rolled up pants, jeans or jean shorts, sweatpants, Capri pants, or items of clothing where undergarments are exposed will not be permitted.
 - Shoes, with appropriate socks, must be worn at all times. Shoes must be functional; open toed shoes, sandals, flip-flops, heels, etc. are not permitted.
 - Hats (with the bill forward) are only permitted for outdoor activities and must include the AU Logo. No hats are to be worn in the SMC, unless the individual is working an outdoor sport and utilizes these facilities.
 - In cold weather, the outer-most layer of sweatshirts or jackets should contain either no logos or those of AU or AU Sports Medicine.
 - Rain suits and winter coats with the AUSM logo will be issued to students who are performing clinical assignments outdoors upon request. Students are responsible for the suits and coats; any loss or damage incurred to the suits or coats will be replaced at the expense of the student.
3. Clothing Attire for Event Coverage
 - For outdoor events, clothing should be based on the above guidelines and coordinated between the preceptor and the athletic training student.
 - For indoor activities, business or business-casual dress is appropriate, including skirts/dress pants for women, and ties/dress pants for men. If skirts/dresses are worn, they should be appropriate fit/length to allow ease of movement and discretion. Dress shoes should always be functional.
 - Travel attire should be consistent with the coaching staff and should be professional.

Record of Clinical Hours

Each student is responsible for the accurate and timely reporting of clinical hours. Students are responsible for recording their hours to the nearest quarter of an hour, noting the day of the week and the sport or clinical assignment in ATRACK.

There is no mandatory total number of clinical hours required for completion of the athletic training program. There are both minimum and maximum hours required for each clinical assignment. Please review the chart below, *Minimum and Maximum Clinical Hours Requirements*. Students record their clinical hours for administrative purposes only. The final number of clinical hours should be kept by the ATS, as they are needed for most states' professional athletic training licensure.

Minimum and Maximum Clinical Hours Requirements

Clinical Site	Minimum Hours	Maximum Hours	Preferred Hours
Adolescent Athlete (HS) Rotation	15	250	180+
Clinical Sport Rotations	15	250	180+
OR Rotation*	28	32	30
ER Rotation*	10	12	12
Primary Care Sports Medicine*	28	32	30
Therapeutic Rehabilitation*	28	32	30

*OR/ER, Primary Care Sports Medicine and Therapeutic Rehabilitation hours are added to the total number of hours for AU Clinical Rotations. (ATRG 2400, 2500, 3400, 3500, 4400, 4500)

Athletic Training Student and Rookie hours are verified and approved via ATrack by the preceptor or Clinical Education Coordinator. Student hours are also verified on ATrack monthly to comply with clinical syllabi. The accuracy and maintenance of reporting clinical hours will be monitored by the athletic training faculty. Failure to comply with the appropriate recording of clinical hours will result in deduction of points from the Clinical Experiences in Athletic Training course. Fabrication of clinical hours will result in disciplinary action including, but not limited to: failure of clinical experience course, repetition of hours and possible removal from the Athletic Training Program.

Clinical Education Evaluation

Evaluation of each athletic training student will occur in regular intervals. The supervising preceptor will complete each required evaluation. It is the student's responsibility to ensure that the preceptor is aware that the evaluation is due, and that it needs to be completed. The student will be evaluated at the mid-point of the experience, which will provide feedback regarding the student's performance and professionalism up to that point, the preceptor should go over the evaluation with the student and provide information regarding expectations for the remainder of the clinical assignment. The student will also be evaluated at the end of the clinical experience. These evaluations serve to help the student understand both their strengths and weaknesses. The student and preceptor should meet in person to go over the evaluation before the it can be submitted.

Clinical Education Student Misconduct Procedures

If a student is behaving unprofessionally and or inappropriately while engaged in clinical education, the following procedures should be followed: (Note: these steps may be skipped if the student conduct warrants swift action)

1. Preceptor should meet privately with the student to verbally discuss the behaviors that are inappropriate. The preceptor should discuss the misbehavior and facts surrounding the misbehavior, being as specific as possible including: dates, setting, and patients/others involved.
2. If the misbehavior continues the preceptor will meet with the student(s) again and document the conversation, facts surrounding the misbehavior and any other pertinent information. The preceptor and student should sign the document indicating the student has been made aware of his or her conduct. The preceptor should forward the signed document to the Clinical Education Coordinator, the record of the misconduct will be placed in the student's file. The student may be required to meet with the Clinical Education Coordinator at this time.
3. If the misconduct continues, a detailed record of the behaviors should be maintained and a meeting should occur between the student, preceptor and the CEC and/or the Program Director. The purpose of this meeting is to discuss

the continued misconduct, steps taken thus far to remediate behavior, student reaction to the feedback regarding the misconduct, and to discuss disciplinary action.

Please note: All cases of misconduct will be taken on a case-by-case basis and are dependent on the magnitude of the misconduct. If a behavior/action is considered professional misconduct, as identified by a violation of the NATA Code of Ethics or the BOC Standards of Professional Practice, then a student may be immediately removed from clinical education experiences until the incident is investigated. Instances of professional misconduct may result in immediate probation or dismissal from the program, as determined by the Program Director in conjunction Athletic Training Education Committee.

Emergency Action Plan

An Emergency Action Plan (EAP) has been established in case of a medical emergency while participating in the clinical assignment, this plan is made available to you for your information. It is very important that you know the EAP for your clinical site. It is the responsibility of the preceptor at that site to discuss the EAP in detail within the first two days of your clinical assignment.

GRADUATION AND DEGREE REQUIREMENTS

Liberal Arts Components

First-year students get started with their liberal arts requirements. During the fall semester, every first-year student takes LART 1050 First Year Seminar. The hallmark of this first course is the establishment of a mentoring relationship with a faculty member and with an upper-level student. These mentors become resources for the students during their first year and beyond. Every student must also start their Written Communication requirements during the fall semester and remain enrolled in coursework for this requirement until its completion.

The liberal arts curriculum also includes a core of classes focused on, civil discourse, speaking and listening, quantitative reasoning, Biblical literacy, and personal wellness.

Additional courses are selected from six categories that reflect different – but complementary – ways of knowing the world:

- Christian Ways of Knowing
- Scientific Ways of Knowing
- Civic Ways of Knowing
- Aesthetic Ways of Knowing
- Social and Behavioral Ways of Knowing
- Global/Intercultural Ways of Knowing

Other Requirements

1. Satisfactory completion of 120 semester hours including 62 athletic training hours and 40-43 liberal arts, prerequisite support, and elective course credits.
2. Achieve a minimum grade point average of 2.00
3. Chapel-convocation attendance in accordance with university requirements.

Application for Graduation

The student must complete an application form, obtain his or her advisor's signature, and file the form with the Office of the Registrar. It is very important for you to check carefully the degree information on your degree audit form. If your degree/major information is incorrect, you must contact the Office of the University Registrar and have your degree objective changed BEFORE your graduation application is submitted. The student will be notified as to completion of requirements for graduation after this form is submitted.

ANDERSON UNIVERSITY ATHLETIC TRAINING PROGRAM AWARDS/SCHOLARSHIPS

Rookie of the Year:

Presented to a freshman athletic training student who has demonstrated to other students, preceptors, and faculty a high level of performance and potential as a future athletic trainer. This is based upon peer, faculty, and staff review of performance, work ethic, and attitude.

Steve Risinger AU Athletic Training Service Award:

Presented to a senior athletic training student who has demonstrated outstanding service to AU athletic training through their time in the program. This is based upon peer, faculty, and staff review of performance, work ethic, attitude, leadership, and overall contribution to the program.

Robert W. McCurdy Award:

Named for our previous team physician, this award is presented each year to an outstanding athletic training student who has demonstrated excellence throughout the program, both academically and clinically, throughout the year.

Steve Risinger Athletic Training and Exercise Science Endowed Scholarship

Endowed in honor of Anderson University long time Director of Sports Medicine, Steve Risinger, this scholarship is awarded to the student who meets the following criteria and best meets the examples of leadership in the profession of athletic training exemplified by Steve Risinger.

1. Student(s) has demonstrated financial need as determined by the Office of Student Financial Services.
2. Student(s) is majoring in Athletic Training or Exercise Science.
3. Student(s) has a minimum 3.0 cumulative grade point average.
4. Student(s) complete application in its entirety.

ADMISSION TO THE ATHLETIC TRAINING PROGRAM

APPLICATION PROCEDURES

Enrollment in the athletic training education program is limited and has a competitive application process. Students may apply for admission to the athletic training program after completing the pre-professional phase; if accepted they will begin the professional phase of the program the following semester. Applications for admissions are due the first Friday of April each year.

Pre-Professional Phase

The pre-professional phase is open to any student interested in pursuing a degree in athletic training. The pre-professional phase should provide the student with opportunities to: obtain an understanding of the roles and responsibilities of an Athletic Trainer (AT), and develop foundational skills and knowledge necessary for successful advancement through the professional phase of the Athletic Training program. Students will be formally admitted to the Athletic Training Program as sophomores. Applications may be made in the following ways:

The pre-professional curriculum consists of the following courses:

- ATRG 1460 - Emergency Response
- ATRG 1490 - Beginning Athletic Training
- ATRG 1500 - Clinical Experience in Athletic Training I
- ATRG 1590 - Advanced Athletic Training
- BIOL 2410 - Anatomy and Physiology I
- BIOL 2420 - Anatomy and Physiology II

Requirements for Admission

- Submit all the required admission paperwork to the athletic training education program director by the due date.
- Successfully complete the pre-professional curriculum, the student must receive a “B-” or better in all ATRG courses and “C” or better in BIOL courses.
- Students must complete a minimum of 100 hours of clinical observation in the Sports Medicine Center.
- Cumulative GPA 2.0 or higher
- Provide three letters of recommendation
- Interview with the Athletic Training Education Committee and available program preceptors
- Successful applicants are motivated, have a strong work ethic, are professional, and show enthusiasm during clinical hours

Personal Statement

Your personal statement should explain why you have chosen to pursue a degree in athletic training and how you plan to use your degree after graduation. Your 1-3 page typed statement should be concise yet explicit regarding your future goals. You may include how you became interested in athletic training, how your first year clinical experience helped to solidify your choice to pursue this major and any additional information that will positively impact your application.

Program Admission

At the conclusion of spring semester of the freshman year, the Athletic Training Education Committee will convene. This committee will take into account the student’s application, grade requirements, clinical observation hours, formal interview, athletic training experience, and the student’s motivation and work ethic into account when determining whether the student is accepted into the program or not. After this committee convenes, a letter will be mailed to each applicant stating whether or not he/she has been accepted into the athletic training program. Upon receiving an acceptance letter, the student is required to return the “Declaration of Acceptance” form to the program director within the stated time frame. Failure to return this form will forfeit the student’s acceptance into the athletic training program.

Students must be able to meet the technical standards set forth by the Anderson University Athletic Training Program with or without reasonable accommodation. At the time of acceptance into the program, students must sign the Technical Standards Certification Statement. The technical standards are published in the Athletic Training Handbook.

Student athletes may only participate in one sport and may be required to complete an additional semester to fulfill the requirements for all clinical assignment.

Students admitted to the professional program will incur travel costs required for off-campus clinical rotations and other program expenses (Professional Sports Medicine approved attire).

ATHLETIC TRAINING PROGRAM POLICIES AND PROCEDURES

TRANSFER STUDENTS

The athletic training program at Anderson University will accept transfer students as long as they meet the program admission requirements outlined above. The level the student is placed in the athletic training program depends on competencies and proficiencies completed at the previous institution and the student's ability to demonstrate mastery of specific competencies and proficiencies. The student will be required to provide proof of the evaluated competencies and proficiencies from the previous institution. The student is asked to contact the Program Director of Athletic Training Education for information pertaining to the student's situation.

CRITERIA FOR RETENTION IN THE ATHLETIC TRAINING PROGRAM

Once accepted into the athletic training program, the student will be permitted to begin course work in the athletic training curriculum. All athletic training students accepted in the program must complete the program in no less than four (4) semesters. As long as satisfactory progress is being made, the student will be permitted to move to the following semester. If progress is unsatisfactory, the student will be placed on probation. Students on probation may be prohibited from participating in clinical experiences. Satisfactory progress includes:

1. Maintaining a 2.50 GPA in the athletic training major.
2. Maintaining a 2.0 cumulative GPA.
3. Achieving a grade of C or better in each major course.
4. Performing satisfactorily in the clinical setting as noted on clinical course syllabi.
5. Adhere to all policies and procedures contained in the Athletic Training Handbook.
6. Maintaining up-to-date health status requirements.

Students falling short in areas 5 and 6 above will be required to address their deficiencies immediately. Students falling short in one or more of the areas 1-4 as outlined above will have a minimum of one semester and a maximum of two semesters to correct their deficiencies. Students must then appeal to the Athletic Training Education Committee for reinstatement. Individuals who fail to correct deficiencies within two semesters or are otherwise denied appeal will not be permitted to continue in major coursework and clinical assignments.

Furthermore, if a student is admitted into the athletic training program on probationary status, the student must meet the requirements for retention in the program as indicated in the acceptance letter. If the student fails to meet the probationary admission requirements, the student will be withdrawn from the athletic training program, and must follow the above procedures to seek reinstatement.

APPEAL PROCESS

The student has the right to appeal the decision made the Athletic Training Education Committee. The student must submit a letter to the Program Director of Athletic Training Education within seven (7) days after receiving notification. The letter should contain the reasons that the student is appealing the decision and why the decision should be reversed. A conference will be held with the student, Dean of the School of Nursing and Kinesiology, Chair of the Department of Kinesiology, athletic training Program Director, Clinical Education Coordinator, and the Athletic Training Education Committee representative to discuss the decision and student appeal. All appeals will be thoroughly evaluated and the Program Director will send notice of the findings within seven (7) days of completion of the appeal process.

ATHLETIC TRAINING STUDENT GRIEVANCE POLICY

The student may, at times, believe to be subject of unfair academic and clinical evaluation. If you have any such grievances, you have the right to make an appeal and to receive a fair hearing. The following procedure outlines the steps to be taken by the student in making appeals and the manner in which complaints will be handled.

Grade Appeals

For all grade appeals, the student should follow the procedure listed in the Academic Policies section of the Anderson University Undergraduate Catalog.

Clinical Experiences, Evaluation, Progression, Retention, or Related Areas

Step 1: Grievances related to clinical experiences, evaluation, progression, retention, or related areas must be presented to the Program Director. This should be done at the time the grievance occurs, or within ten (10) days of the occurrence. The Program Director will attempt to resolve the issue through consultation with all involved parties.

Step 2: If no solution satisfactory to all parties is achieved, the grievance may be presented to the Athletic Training Education Committee in writing within fifteen (15) days following the last discussion with the Program Director. In filing the written petition, the grievance must be stated clearly, indicate the date or dates on which the student consulted the Program Director, and give a brief statement as to the interpretation of the outcome of the discussion.

Step 3: Upon receiving a petition for a review of a grievance, the Athletic Training Education Committee may seek additional information from the student (through interview or by letter) in an attempt to understand as fully as possible the nature of and the justifications for the complaint.

Step 4: When the Athletic Training Education Committee has made a thorough review of the case and has reached a decision about the grievance presented, it shall make its decision and recommendations known in writing, to the student and the Program Director.

Step 5: If the decision made by the Athletic Training Education Committee is not acceptable to the student or to the Athletic Training faculty, the appeal may be taken to the University Academic Appeals Committee for review.

CLASS SCHEDULING AND ATTENDANCE

The Athletic Training program requires clinical experience as part of the educational program. To maximize the clinical experience and minimize the number of class absences the student should make every effort to schedule classes between 8:00 AM and 2:00 PM. Once the classes have been scheduled, the athletic training student is expected to attend every scheduled class session. If a student should have a class which conflicts with the student's clinical assignment, it is the responsibility of the athletic training student to communicate that conflict with the appropriate preceptor ahead of time. Appropriate arrangements will be made in order to work around the conflict. If it is necessary to miss a class for a clinical assignment, it is the student's responsibility communicate with the appropriate professor(s) ahead of time.

STUDENT TRANSPORTATION TO CLINICAL SITES

Students will be given the opportunity to gain clinical experience at a variety of locations, including on- and off-campus locations. In the case of off-campus clinical education experiences, students will be responsible for traveling to and from their primary clinical site at their expense. Anderson University will not provide the student with transportation to these sites, nor will the university or program pay for the student's expenses related to traveling to those sites. In some cases, the student's clinical education experience will relocate (e.g., for an athletic event) based on the schedule at that site. It is the responsibility of the student to travel to and from the designated site per the arrangements made with the student and preceptor. Students will be responsible for any tickets, accidents, etc. they may incur while driving to these clinical sites. Therefore, students are highly encouraged to have insurance and to drive responsibly.

ANTICIPATED ATHLETIC TRAINING PROGRAM EXPENSES

There are extra costs associated with the Anderson University Athletic Training Program once admitted to the professional phase of the program. These costs are in addition to tuition, room and board, and fees charged by the university, and include the following:

- Annual National Athletic Trainers' Association student membership fee (\$90)
- Materials Fee (\$50) for ATRG 1460
- Transportation costs required for travel to off-campus clinical education sites (gas, public transportation fees, etc.)
- Clothing costs to meet clinical education dress code requirements (\$35-\$200, as students choose)
- Annual TB test (\$5-20) and other required immunizations as needed (cost varies)

- Background check (\$15-35), this background check may need to be repeated depending on the clinical assignment and requirements of the clinical site
- Costs associated with maintaining current emergency cardiac care certification (adult/pediatric) for the professional rescuer (cost varies)
- Annual influenza inoculation (\$15-25)
- Cost associated with attendance at professional conferences (cost varies)

ATHLETIC TRAINING STUDENT HEALTH POLICY

The following health requirements are mandatory for all athletic training students prior to their enrollment into the professional phase of the curriculum, and in particular, prior to any clinical education experiences at off-site facilities. Failure to complete these health requirements will be cause for removal from clinical assignments and may impede your progress in the completion of your degree.

The following is required of all athletic training students and must be on file with the university or Program Director for athletic training education:

1. **Physical Examination:** A physical examination is required of all athletic training students. If you have submitted the Anderson University College Entrance Physical, you have met the requirement. If the College Entrance Physical is not on file with the university, the student will be required to obtain a physical examination prior to involvement in clinical assignments.
2. **Immunizations:** All immunizations must be up to date, including: Measles, Mumps, and Rubella (MMR), Tetanus and Diphtheria, Polio, Varicella, Hepatitis A, Hepatitis B, and Meningococcal per the required immunizations of Anderson University.
3. **TB Tine Test:** All athletic training students are required to submit to an annual tuberculin skin test (TB test). Written results of the TB test must be submitted to the director of athletic training education prior to the start of off-campus clinical affiliations. The TB test may be obtained at Student Health Services.
4. **Flu Shot:** Healthcare facilities are requiring their employees to have regular flu shots. This is mandatory as part of our affiliation agreement with St. Vincent Health Care Facilities (including Carl D. Erskine Rehabilitation). When the flu shot becomes available each year, it will be offered to athletic training students at a reduced cost. Currently, if you refuse a flu shot you will need to wear a facemask at all sites off campus...this is subject to change and may no longer be acceptable at some sites.

INFECTIOUS DISEASE POLICY

The purpose of this policy is to protect the health and safety of the students enrolled in the Athletic Training Program as they participate in didactic and clinical education experiences required by the program. Athletic training students have a small, but real, health risk during their clinical education experiences. They frequently come into contact with patients who are ill with potentially infectious diseases and are often required to provide care to wounds that present the potential for contact with bloodborne pathogens.

All students must attend required OSHA and bloodborne pathogen training annually to learn, practice, and be evaluated as successfully performing all skills and tasks that will assist them in limiting their exposure in health care settings. To limit exposure, students are required to use proper hand washing techniques and practice good hygiene at all times. Students are required to use universal precautions at all times when functioning as an athletic training student in a health care setting and/or when working with potential sources of infectious disease.

Students with contagious or potentially contagious illnesses should inform the faculty member/preceptor of their condition to discuss participation in classroom, laboratory, or clinical experiences. If a student feels ill enough (e.g. fever, diarrhea, other acute symptoms) to miss more than one day of class or clinical experience, that student should be evaluated by Student Health Services or his/her family physician. Upon review by Student Health Services or a physician, the student must furnish the athletic training program with notification of his/her health status and ability to participate in the required academic and clinical activities of the program. If a student develops a debilitating medical condition that may impact the safety of the student or patient, the student must inform the Program Director prior to direct patient care. The athletic training program technical standards for admission will be used as a guide for determining the ability of a student to continue to provide care safely.

BLOODBORNE PATHOGEN EXPOSURE CONTROL AND TREATMENT PLAN

The Anderson University athletic training program requires students to receive formal education and re-training in the area of bloodborne pathogens and biohazardous guidelines on an annual basis. This training is required prior to students engaging in directed observation or clinical education experiences. To this end, the program has a written policy related to bloodborne pathogens and an exposure plan. These policies are designed to eliminate or minimize exposure to bloodborne pathogens, as well as define reporting and follow-up procedures in the case of an exposure incident. This plan is developed based on Occupational Safety and Health Administration's Bloodborne Pathogens and Hazard Communications Standards (<https://www.osha.gov/Publications/OSHA3186.pdf>).

Definitions

Bloodborne Pathogens: Pathogenic microorganisms that are present in human blood and can cause disease in humans. These pathogens include, but are not limited to, hepatitis B virus (HBV) and human immunodeficiency virus (HIV).

Contaminated: The presence or the reasonably anticipated presence of blood or other potentially infectious materials on an item or surface.

Contaminated Laundry: Laundry which has been soiled with blood or other potentially infectious materials or may contain sharps.

Contaminated Sharps: Any contaminated object that can penetrate the skin including, but not limited to, needles, scalpels, broken glass, broken capillary tubes, and exposed ends of dental wires.

Decontamination: The use of physical or chemical means to remove, inactivate, or destroy bloodborne pathogens on a surface or item to the point where they are no longer capable of transmitting infectious particles and the surface or item is rendered safe for handling, use, or disposal.

Exposure Incident: A specific eye, mouth, other mucous membrane, non-intact skin, or parenteral contact with blood or other potentially infectious materials that results from the performance of an employee's duties.

Personal Protective Equipment: Specialized clothing or equipment worn by an employee for protection against a hazard. General work clothes (e.g., uniforms, pants, shirts or blouses) not intended to function as protection against a hazard are not considered to be personal protective equipment.

Potentially Infectious Materials: The following human body fluids: blood, semen, vaginal secretions, cerebrospinal fluid, synovial fluid, pleural fluid, pericardial fluid, peritoneal fluid, amniotic fluid, saliva in dental procedures, all body fluid that are visibly contaminated with blood, and all body fluids in situations where it is difficult or impossible to differentiate between body fluids.

Universal Precautions: An approach to infection control. According to the concept of Universal Precautions, all human blood and certain human body fluids are treated as if known to be infectious for HIV, HBV, and other bloodborne pathogens.

Personal Protective Equipment (PPE): PPE is provided to our employees/students at no cost to them. Training is provided by the athletic training program in the use of the appropriate PPE for tasks or procedures that employees/students will perform.

The types of PPE available to employees/students are as follows:

- Gloves
- Gowns
- Face shields
- Masks
- Eye protection
- Resuscitation bags
- Mouthpieces
- Biohazard bags

Individuals in need of such items should request them from their supervisor or other designee. PPE is located at the following area: Gaither Sports Medicine Center (located in the top cabinet marked with bio-hazard sticker in the lower taping area).

Universal Precaution Procedures

Employees/students will perform their duties with the understanding that body fluids and medical waste may be infectious. When performing tasks that involve these materials, employees and students will adhere to the following universal precautions procedures:

1. Treat all situations involving potential contact with blood. Body fluids or medical waste with caution.
2. Wash hands after each contact with any bodily substance or articles contaminated with bodily substance. Use liquid soap from a dispenser, not bar soap. Employees/students must have immediate access to cleaning supplies and must not wait for appropriate washing. (i.e., If an exposure occurs during athletic event, the employee/student must be allowed to leave the event to engage in proper washing rather than waiting until half-time or the end of the game or event)
3. Wear protective gloves on both hands for anticipated direct contact with blood, body fluids, medical waste or contaminated objects or surfaces. The gloves must be replaced if torn, punctured, contaminated, or if their ability to function as a barrier is compromised. Utility gloves may be decontaminated for reuse if their integrity is not compromised; discard utility gloves if they show signs of cracking, peeling, tearing, puncturing, or deterioration.

Disposable gloves should NOT be washed or decontaminated for reuse. Wash hands immediately after removing protective gloves.

4. Wear an impervious apron if body fluids are in large quantity and likely to get the clothing wet.
5. Wear a mask if splashing of blood or other bodily fluid is anticipated in order to protect the mucous membranes of the nose and mouth.
6. When unanticipated exposure occurs, remove contaminated substances by avoiding contact with the outer surface and washing hands and other skin surfaces immediately and thoroughly. If splashed in the eyes, nose or mouth, flush with water immediately, notify supervisor of all exposures.
7. All employees/students must take precaution to prevent injuries caused by needles or other sharp instruments. Mechanical means, such as a brush and dustpan should be used to handle such material. Report any needle punctures to supervisor immediately.
8. Soiled linens should be handled as little as possible and with minimum agitation. All linen should be bagged at the location where it is used; it should be placed in impervious bags that prevent leakage.
9. Trash must be put into impervious bags and placed in covered containers; tops should be secured when full, double bag if break through is anticipated.
10. Areas, surfaces, or articles like wash or emesis basins that are grossly soiled with blood or other body fluids must be cleaned with detergent/disinfectant.

Prevention of Exposure Incident: (The following is from the 2014-2015 NCAA Sports Medicine Handbook, 20th ed.)

The following recommendations are designed to further minimize risk of bloodborne pathogen transmission in the context of athletic events and to provide treatment guidelines for caregivers. These are sometimes referred to as “universal precautions”, but some additions and modifications have been made as relevant to the athletics arena.

Care of the Athlete

1. All personnel involved in sports who care for injured or bleeding student-athletes should be properly trained in first aid and standard precautions.
2. Assemble and maintain equipment and/or supplies for treating injured/bleeding athletes. Items may include personal protective equipment (PPE) (minimal protection includes gloves, goggles, mask, fluid-resistant gown if chance of splash or splatter); antiseptics; antimicrobial wipes; bandages or dressings; medical equipment needed for treatment; appropriately labeled “sharps” container for disposal of needles, syringes and scalpels; and waste receptacles appropriate for soiled equipment, uniforms, towels and other waste.
3. Pre-event preparation includes proper care for wounds, abrasions, cuts or weeping wounds that may serve as a source of bleeding or as a port of entry for bloodborne pathogens. These wounds should be covered with an occlusive dressing that will withstand the demands of competition. Likewise, care providers with healing wounds or dermatitis should have these adequately covered to prevent transmission to or from a participant. Student-athletes may be advised to wear more protective equipment for high-risk areas, such as elbows and knee’s
4. The necessary equipment and/or supplies important for compliance with standard precautions should be available to caregivers. These supplies include appropriate gloves, disinfectant bleach, antiseptics, designated receptacles for soiled equipment and uniforms, bandages and/or dressings, and a container for appropriate disposal of needles, syringes or scalpels.
5. When a student-athlete is bleeding, the bleeding must be stopped and the open wound covered with a dressing sturdy enough to withstand the demands of activity before the student-athlete may continue participation in practice or competition. Current NCAA policy mandates the immediate, aggressive treatment of open wounds or be removed from the event as soon as it is practical. Return to play is determined by appropriate medical staff personnel. Any participant whose uniform is saturated with blood, regardless of the source, must have that uniform evaluated by appropriate medical personnel for potential infectivity and changed if necessary before return to participation.
6. During an event, early recognition of uncontrolled bleeding is the responsibility of officials, student athletes, coaches and medical personnel. In particular, student-athletes should be aware of their responsibility to report a bleeding wound to the proper medical personnel.
7. Personnel managing an acute blood exposure must follow the guidelines for standard precaution and presume all blood is infectious. Gloves and other PPE, if necessary, should be worn for direct contact with blood or other body fluids. Gloves should be changed after treating each individual participant. After removing gloves, hands should be washed.
8. If blood or body fluids are transferred from an injured or bleeding student-athlete to the intact skin of another athlete, the event must be stopped, the skin cleaned with antimicrobial wipes to remove gross contaminate, and the athlete instructed to wash with soap and water as soon as possible. NOTE: Chemical germicides intended for use on environmental surfaces should never be used on student-athletes.

9. Any needles, syringes or scalpels should be carefully disposed of in an appropriately labeled “sharps” container. Medical equipment, bandages, dressings and other waste should be disposed of according to facility protocol. During events, uniforms or other contaminated linens should be disposed of in a designated container to prevent contamination of other items or personnel. At the end of competition, the linen should be laundered and dried according to facility protocol; hot water at temperatures of 71 degrees Celsius (160 degrees Fahrenheit) for 25-minute cycles may be used.
10. Post-exposure evaluation and follow-up. Following the report of any incident in which an athlete has nonintact skin, eye, mouth, mucous membrane or parenteral (under the skin) contact with blood or other potentially infectious materials, the athlete should seek a confidential medical evaluation and follow-up. This evaluation must be conducted by a licensed health care professional.

Disinfecting of Environmental Surfaces

1. All individuals responsible for cleaning and disinfection of blood spills or other potentially infectious materials (OPIM) should be properly trained on procedures and the use of standard precautions.
2. Assemble and maintain supplies for cleaning and disinfection of hard surfaces contaminated by blood or OPIM. Items include personal protective equipment (PPE) (gloves, goggles, mask, fluidresistant gown if chance of splash or splatter); supply of absorbent paper towels or disposable cloths; red plastic bag with the biohazard symbol on it or other waste receptacle according to facility protocol; and properly diluted tuberculocidal disinfectant or freshly prepared bleach solution diluted (1:100 bleach/water ratio).
3. Put on disposable gloves.
4. Remove visible organic material by covering with paper towels or disposable cloths. Place soiled towels or cloths in red bag or other waste receptacle according to facility protocol. (Use additional towels or cloths to remove as much organic material as possible from the surface and place in the waste receptacle.)
5. Spray the surface with a properly diluted chemical germicide used according to manufacturer’s label recommendations for disinfection, and wipe clean. Place soiled towels in waste receptacle.
6. Spray the surface with either a properly diluted tuberculocidal chemical germicide or a freshly prepared bleach solution diluted 1:100, and follow manufacturer’s label directions for disinfection; wipe clean. Place towels in waste receptacle.
7. Remove gloves and wash hands.
8. Dispose of waste according to facility protocol, the Occupational Safety and Health Administration (OSHA) and the Centers for Disease Control and Prevention (CDC).

Reporting an Exposure Incident:

A. Employees of the University: In the event of an exposure incident, please inform the Director of Sports Medicine.

Follow appropriate workers’ compensation guidelines including:

1. Complete the employee injury report immediately.
2. If medical treatment is required, contact the Office of Work Life Engagement to seek authorized medical care. Treatment not authorized will be at your own expense. (All exposure incidents should be medically treated).
3. Complete the Authorization to Release Medical Records form granting access to medical records. These records must be received before payment of medical charges may be considered.
4. Return all forms to Anderson University promptly. Failure to complete these forms may delay consideration of workers’ compensation benefits.
5. Questions or concerns may be directed to the Office of Work Life Engagement

B. Athletic Training Students: In the event of an exposure incident, students should report the incident to the supervising certified athletic trainer (ATC) immediately. The following procedures should be followed:

1. Upon exposure, the ATC will contact the team physician for appropriate action. Treatment will be based on recommendations of the team physician.
2. Any questions or concerns may be addressed to Anderson University Office of Work Life Engagement
3. Written documentation of the incident should be completed as soon as feasible following the exposure.
4. Students: The Bloodborne Pathogen Exposure Incident Form should be used and properly filled out and returned to your supervising ATC.
5. If the student is an employee of the university: Fill out an Employee Injury Report-Workers Compensation Form.
6. Students who are not employees of the university and require testing treatment, care and counseling related to a bloodborne pathogen exposure will be at the student’s expense. It is recommended that all athletic training students carry health insurance. The university will assist in obtaining these services when necessary.

The Infected Athletic Trainer

An athletic trainer infected with a bloodborne pathogen should practice the profession of athletic training taking into account all professionally, medically, and legally relevant issues raised by the infection. Depending on individual circumstances, the infected athletic trainer may wish to:

1. Seek medical care and on-going evaluation
2. Take reasonable steps to avoid potential and identifiable risks to his/her own health and the health of his or her patients.
3. Inform, when appropriate, relevant patients, administrators, or medical personnel.

Removal and Disposal of Contaminated Waste Material

A designated person(s) will supervise marked Biohazard and Sharps containers. When full, the biohazard bag will need to be properly closed and Sharps containers properly sealed, and then taken to the Director of Sports Medicine for proper disposal.

Student Health Services	765-641-4222
OSHA, http://www.osha.gov/	1-800-321-OSHA (6742)
Office of Work Life Engagement	765-641-4200
Director of Sports Medicine	765-641-4517

ANDERSON UNIVERSITY ATHLETIC TRAINING PROGRAM
BLOODBORNE PATHOGEN EXPOSURE INCIDENT FORM

Student Name: _____ Student ID#: _____ DOB: _____

Preceptor Name: _____ Employer: _____

Location of Incident: _____

Date of Incident: _____ Time of Incident: _____

Give a detailed description of how the incident occurred. _____

Name of source individual (if permission granted; if not granted or not known, write “unknown”):

Device(s) being used during the incident: _____

Personal protective equipment used during the incident: _____

Actions taken (first aid, clean-up, reporting, etc.): _____

Student Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

This report is to be kept in the Anderson University Sports Medicine medical records. A copy may be given to student or his/her department as requested and consent given.

THERAPEUTIC EQUIPMENT SAFETY POLICY

The Anderson University Athletic Training Program, along with CAATE, requires that therapeutic equipment at all clinical sites is inspected, calibrated, and maintained according to the manufacturer's recommendations. This is required to safeguard the health of the patient and the safety of the student and clinician.

Maintenance of Therapeutic Equipment

1. A qualified technician will annually inspect and calibrate applicable therapeutic equipment at all clinical sites. This includes all sites at Anderson University and all off-campus clinical sites where athletic training students are placed.
 - a. All pieces of therapeutic equipment that have electrical power should be inspected annually for safety.
 - b. All therapeutic modalities that have electrical power and are used to administer specific dosage-based treatment should be inspected for safety, as well as calibrated.
 - c. Sites accredited by the Joint Commission, Accreditation Association for Ambulatory Health Care, or other recognized external accrediting agencies are exempt from this requirement but are expected to follow the policies of those agencies.
2. The preceptor(s)/staff at each clinical site must arrange inspection and calibration for the therapeutic equipment.
3. The preceptor(s)/staff at each clinical site must arrange payment (if required) for the inspection and calibration. Anderson University is not responsible for payment or reimbursement for inspection and calibration at clinical sites.
4. Verification of inspection and calibration will be maintained as follows:
 - a. Hard or electronic copies of inspection and calibration records by the preceptor(s) at each clinical site; the method may be determined by the site but the information must be readily accessible at any time by the preceptor(s) for presentation to the Clinical Education Coordinator of the athletic training program.
 - b. Visible notification (e.g., sticker, signage) on applicable therapeutic equipment is ideal but not required.
5. The preceptor(s) at each clinical site are also responsible for ongoing maintenance of therapeutic equipment. Any equipment that appears to be unsafe for patient or clinician use shall not be used and shall be clearly marked as not for use until it can be properly inspected and calibrated.
6. The Clinical Education Coordinator will verify regular inspection and calibration of all applicable therapeutic equipment at each clinical site during routine site visits and/or prior to placement of athletic training students at a site.

Procedures for Safe Use of Therapeutic Equipment by Athletic Training Students

1. Athletic training students must be instructed in and must demonstrate competence in the use of specific therapeutic equipment before using said specific therapeutic equipment in the treatment or care of any patient.
 - a. Instruction and evaluation shall occur in the classroom/laboratory setting.
 - b. If a learning opportunity arises where the student may gain experience with therapeutic equipment but formal classroom/laboratory instruction has not yet taken place, the preceptor may instruct the student on the knowledge and skills associated with the therapeutic equipment so that the student may benefit from that situation.
2. Athletic training students will only use therapeutic equipment while under direct supervision of a preceptor.
3. Athletic training students will only apply therapeutic equipment according to manufacturer guidelines

ATHLETIC TRAINING PROGRAM TECHNICAL STANDARDS

Anderson University is committed to the education of all qualified individuals, including persons with disabilities who, with or without reasonable accommodation, are capable of performing the technical standards of the educational program in which they are enrolled. It is the policy of each academic program to comply with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and state and local requirements regarding students and applicants with disabilities. Under these laws, no otherwise qualified individual with a disability shall be denied access to or participation in services, programs, and activities solely on the basis of the disability. In accordance with federal regulations established by the Americans with Disabilities Act, the following standards are described to assist each candidate in evaluating his/her prospect for academic and clinical success.

The Athletic Training Program at Anderson University is a rigorous and physically intense program that places specific requirements and demands on the students enrolled in the program. These are the technical standards needed to achieve the knowledge, skills and abilities of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting

agency, Commission on Accreditation of Athletic Training Education (CAATE). During completion of the Athletic Training Program all students must be able to satisfy the requirements and expectations set forth in the technical standards below. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be permitted to continue participation in the program.

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

To successfully participate in the Athletic Training Program students will be asked to:

- assimilate, analyze, synthesize, and integrate concepts that form the basis for making diagnoses, therapeutic judgments, and distinguishing deviations from the norm;
- problem solve and choose appropriate judgments for assessment and therapeutic situations;
- distinguish deviations from the norm;
- perform appropriate, effective and complete physical examinations and treatments including the safe and efficient use of equipment and materials; this includes, but is not limited to the ability to convey and set-up equipment for clinical or on-field use, to reach in a timely fashion injured patients who are down on athletic fields, to assess their condition where they lie, to perform appropriate emergency procedures, to participate in patient extrication and transport, to perform appropriate therapeutic and prophylactic procedures, and to demonstrate rehabilitative exercises;
- communicate effectively and sensitively, at a competent and professional level with patients and colleagues, including individuals from different cultural and socioeconomic backgrounds; this includes, but is not limited to, establishing rapport with patients and communicating judgments and treatment information effectively;
- document physical examination results, treatment plans, patient notes, and outcomes clearly and accurately;
- maintain composure and function well during emergency situations and periods of high stress;
- demonstrate flexibility and adjust to changing situations and uncertainty in clinical situations;

Athletic Training Students must certify that they have read and understand the technical standards for completion of the Anderson University Athletic Training Program listed above, and believe to the best of their knowledge that they will be able to meet each of these standards with or without reasonable accommodations. This is accomplished using the Technical Standards Certification Statement.

Students requesting accommodation must provide documentation of their disability to the office of Disability Services for Students (DSS) in the Kissinger Academic Center for Excellence located in the Nicholson Library. After reviewing the documentation, DSS will notify the Program Director for Athletic Training Education whether or not the student has a disability under applicable laws that qualifies the student for reasonable accommodations. As needed, DSS staff will work with the student and Athletic Training faculty to determine reasonable accommodations. NOTE: There are some instances in which requested accommodations may not be reasonable, including, but not limited to, when the accommodation poses a direct threat to the health or safety of others or when an accommodation would make a substantial change in an essential element of the curriculum.

ATHLETIC TRAINING STUDENT CONDUCT EXPECTATIONS

Students of Anderson University Athletic Training Program are expected to demonstrate professionalism at all times. A student who fails to manifest professionalism and/or honesty may be dismissed from the athletic training program. Students are not allowed to fraternize with any patients at any time. Students must conduct themselves in accordance with the ethos and policies of the university when utilizing electronic or computer- based methods of communication and socialization.

FOUNDATIONAL BEHAVIORS OF PROFESSIONAL PRACTICE

The 5th Edition of the National Athletic Trainers' Association Education Competencies outlines the Foundational Behaviors of Professional Practice. These basic behaviors permeate professional practice and are incorporated into instruction and assessed throughout the educational program. These behaviors are the minimal expectations that apply to students, faculty, preceptors, and staff.

Primacy of the Patient

- Recognize sources of conflict of interest that can impact the client's/patient's health.
- Know and apply the commonly accepted standards for patient confidentiality.
- Provide the best healthcare available for the client/patient.
- Advocate for the needs of the client/patient.

Team Approach to Practice

- Recognize the unique skills and abilities of other healthcare professionals.
- Understand the scope of practice of other healthcare professionals.
- Execute duties within the identified scope of practice for athletic trainers.
- Include the patient (and family, where appropriate) in the decision-making process.
- Work with others in effecting positive patient outcomes.

Legal Practice

- Practice athletic training in a legally competent manner.
- Identify and conform to the laws that govern athletic training.
- Understand the consequences of violating the laws that govern athletic training.

Ethical Practice

- Comply with the NATA's Code of Ethics and the BOC's Standards of Professional Practice.
- Understand the consequences of violating the NATA's Code of Ethics and BOC's Standards of Professional Practice.
- Comply with other codes of ethics, as applicable.

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.
- Appreciate 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, clients/patients, other healthcare professionals, and others as necessary.

Cultural Competence

- Demonstrate awareness of the impact that clients'/patients' cultural differences have on their attitudes and behaviors toward healthcare.
- Demonstrate knowledge, attitudes, behaviors, and skills necessary to achieve optimal health outcomes for diverse patient populations.
- Work respectfully and effectively with diverse populations and in a diverse work environment.

Professionalism

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

NATA CODE OF ETHICS

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

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

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

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

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

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

- 3.1. Members shall not misrepresent, either directly or indirectly, their skills, training, professional credentials, identity, or services.
- 3.2. Members shall provide only those services for which they are qualified through education or experience and which are allowed by the applicable state athletic training practice acts and other applicable regulations for athletic trainers.
- 3.3. Members shall provide services, make referrals, and seek compensation only for those services that are necessary and are in the best interest of the patient as delineated by professional statements and best practices.
- 3.4. Members shall recognize the need for continuing education and participate in educational activities that enhance their skills and knowledge and shall complete such educational requirements necessary to continue to qualify as athletic trainers under the applicable state athletic training practice acts.
- 3.5. Members shall educate those whom they supervise in the practice of athletic training about the Code of Ethics and stress the importance of adherence.
- 3.6. Members who are researchers or educators must maintain and promote ethical conduct in research and educational activities.

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

- 4.1. Members should conduct themselves personally and professionally in a manner that does not compromise their professional responsibilities or the practice of athletic training.
- 4.2. All NATA members, whether current or past, shall not use the NATA logo or AT logo in the endorsement of products or services, or exploit their affiliation with the NATA in a manner that reflects badly upon the profession.
- 4.3. Members shall not place financial gain above the patient's well-being and shall not participate in any arrangement that exploits the patient.
- 4.4. Members shall not, through direct or indirect means, use information obtained in the course of the practice of athletic training to try and influence the score or outcome of an athletic event, or attempt to induce financial gain through gambling.
- 4.5. Members shall not provide or publish false or misleading information, photography, or any other communications in any media format, including on any social media platform, related to athletic training that negatively reflects the profession, other members of the NATA, NATA officers, and the NATA office.

SOCIAL MEDIA GUIDELINES

Social media comes in many forms, each has their own means of communication, and all can be used to advance or halt your career. Please remember that as an AU athletic training student you are to conduct yourself as a professional. It is not the purpose of this policy to infringe on a student or faculty member's freedom of expression; however, the Anderson University athletic training program has an ethical, legal (such as HIPAA and FERPA), and regulatory obligations to protect the confidentiality of patients, students, and employees. The following are guidelines the Anderson University athletic training program recommends for appropriate behavior regarding social media should be followed:

When using social media:

- Do not send or accept vulgar, hateful, offensive or disparaging videos, pictures or words.
- Do not post pictures/videos of yourself or other athletic training students doing something that is against the policies of Anderson University or the AU athletic training program.
- Do not post pictures of yourself or other athletic training students dressed in AU athletic training clothing doing something that is not associated with AU athletic training.
- Do not disparage Anderson University, Central Indiana Orthopedics, AU Athletic Training or the AU Athletic Department in any way. Likewise, do not openly complain about or negatively comment on any preceptor, affiliate site, or professional organizations.
- Do not use social media to "stalk". Online stalking can be documented very easily, and that documentation is admissible in a court of law. Stalking is a criminal act.
- Do not use social media during your clinical hours. You are not permitted to post on any social media site while you are engaging in clinical experiences.

Any infraction of the previous guidelines can result in penalties ranging from suspension to dismissal from the Anderson University athletic training program.

When using social media:

- Do join the AU Athletic Training Facebook page. This is a great resource for jobs and internships!
- Do be aware that 70% of future employers reported that they WILL check your posts BEFORE they call you for an interview...so it is best to keep your posts "vanilla".
- Do keep in mind the golden rule of social media: Would I want my grandmother to see this post? Or in our case...Do I want the Program Director or Dean of Students to see this post?
- Do think before you post.
- Do check (at least monthly) that your privacy settings have not changed.
- Do...be you! Social media is a great way to show off the only "you" that God made!

CELL PHONE POLICY

Having access to a workable phone is important for enacting Emergency Action Plans. Cell phones with enough power and tower accessibility assists in early response and better outcomes for people who are suffering a life-threatening emergency. As such, cell phone use should be used for emergencies only.

Certainly there are times when others need to have access to you and vice versa, however; excessive texting or talking on the phone will not be tolerated. Using smartphones to access any apps, social media sites, or to play games is strictly prohibited in all settings.

With the camera and video abilities available on smartphones violations of HIPAA, and other privacy statutes could exist. Therefore, video-taping and/or picture taking is not permitted without expressed written consent by the patient and cannot include any defining characteristics (name, face, school logos etc.).

Violation of any portion of this policy may result in loss of clinical hours, removal from clinical setting (temporarily or permanently), failure of clinical course, and in rare cases removal from the athletic training program.

SEXUAL MISCONDUCT POLICY

Anderson University affirms its commitment to Christian higher education and a work/learning environment that encourages and enables individuals to strive for excellence. Sexual misconduct is damaging to this environment and a violation of law and university policy. The conduct standards and expectations for those who choose to be part of the Anderson University community are informed by the university's core values and our Church of God heritage (see the Anderson University Ethos Statement). Student, faculty, and staff handbooks contain specific conduct expectations and policies. Sexual misconduct in any form will not be tolerated and will be dealt with promptly. When an allegation of misconduct is reported, protective and other remedial measures will be used to reasonably ensure such conduct ends, is not repeated, and the effects on the victim and community are remedied, including serious sanctions when a responding party is found to have violated this policy.

*Please refer to the Anderson University Student Handbook for details on the Sexual Misconduct Policy.

CHEMICALLY IMPAIRED STUDENT, DRUG AND ALCOHOL POLICY

Anderson University prohibits the use or possession of alcohol and the use or unlawful possession of drugs during any clinical activity. In the university setting, athletic training students involved in clinical activities must uphold the standards of the athletic training profession to ensure safe, effective, and supportive patient care. Because an impaired athletic training student may have altered judgment and skills, appropriate management of abuse and addiction is critical for athletic training education and practice.

Anderson University and the athletic training program are committed to providing a quality education for admitted students. To protect the integrity of the program and the athletic training profession, and to safeguard the welfare of athletic training students and patients receiving treatment from students, this policy addresses drug and alcohol testing of athletic training students involved in clinical activities based on reasonable suspicion of drug or alcohol use.

Students will be tested for the use of alcohol and drugs upon "reasonable suspicion." Reasonable suspicion is defined to mean that the student's instructor, supervisor, or his/her designee believes that the behavior, speech, body odor, or appearance of a student is indicative of the use of alcohol or drugs. Reasonably suspicious behavior could include conduct that prevents the student from performing the essential functions of his or her role or which poses a direct threat to the safety of others.

Other behavior which could lead to a reasonable suspicion of drug or alcohol use includes, but is not limited, to odor of alcohol or drugs, unsteady or staggering gait, rapid or slurred speech, pinpoint or dilated pupils, unresponsiveness, bloodshot eyes, fine motor tremors, difficulty participating in activities, nausea, vomiting, sweating, erratic behavior, incoherent speech, verbal or physical outbursts, self-report of drug use or alcohol abuse, unsafe behavior, unsatisfactory care for others, and threats to harm self or others.

If drug use or alcohol abuse is suspected, the faculty member/preceptor will take the following steps:

1. Remove the student from the clinical activity.
2. Confront the student in a private setting and in the presence of a witness, if possible.

3. Discuss the suspicious behavior with the student and allow the student to explain.
4. Notify the dean of the School of Nursing and Kinesiology.
5. The dean will notify the vice president for Student Life/dean of students or one of the associate deans of students.

In cases where drug use is suspected, Anderson University reserves the right to require students to undergo testing for the presence of illegal substances. This decision will be made by the vice president for Student Life/dean of students or one of the associate deans of students. A positive test will serve as evidence of possession and use. Test results indicating a dilute specimen will be viewed as evidence of possession and use. Students will be informed that refusal to submit to testing will be evidence of guilt and make the student subject to disciplinary consequences, including dismissal from the university. In cases where possession or use of alcohol is suspected, the director of Security Services or designated university staff may use an alco-test to determine alcohol use. A positive alco-test will serve as evidence of possession and consumption. Students will be informed that refusal to take an alco-test when use is suspected will be evidence of guilt.

DISMISSAL/WITHDRAWAL

When a student's conduct or health endangers the well-being of others or makes it inadvisable to remain in the athletic training program, the faculty reserves the right to dismiss them from the course or program. Students may choose to withdraw from the program at any time. Students who wish to withdraw from a course must follow the university policy outlined in the *AU Undergraduate Catalog*.

UNIVERSITY SUPPORT SERVICES

DISABILITY SERVICES FOR STUDENTS

Anderson University offers learning-support services for all students who qualify under the ADA/Section 504 of the Rehabilitation Act of 1973. To secure reasonable accommodations, students must notify the appropriate institutional representative of the disability, provide current documentation of the disability, and request the specific accommodations needed. Certain accommodations may require advance notice to the director of disability services for students.

Documentation/evaluations must be completed by an appropriately trained professional and provide information about the current impact of the disability. Documentation/evaluations should also include recommendations for appropriate accommodations. The institution must be given reasonable opportunity to evaluate requests. Accommodations are considered based on individual need. Accommodations may be denied in cases that cause an undue burden to the institution or that fundamentally alter the nature of the program. Students requesting reasonable accommodations or learning-support services should contact the Director of Disability Services for Students, Kissinger Academic Center for Excellence.

KISSINGER ACADEMIC CENTER FOR EXCELLENCE

The KACE promotes academic success and excellence by providing a variety of free services for all Anderson University students. The center has individual and group-oriented resources, including self-directed, audio, audiovisual, and computer-assisted instructional support materials. The center focuses on helping all students achieve and/or exceed their academic goals. This assistance may be related to specific courses; to the improvement of skills, including reading, writing, and specific study skill competencies; and to preparing for special exams, such as the Core and Casa. From peer and online tutoring for virtually all courses to general assistance with reading and study skills, the center staff is eager to help students with their academic goals. In addition, Disability Services for Students is located within the center.

CENTER FOR CAREER AND CALLING

The Center for Career and Calling assists students in selecting a major and/or career path based on individual personalities, skills, abilities, and interests. To prepare for a competitive and rapidly changing job market, students may take advantage of one-on-one coaching appointments, résumé reviews, resources for networking and job search strategies, employer information sessions, career fair opportunities, and the Career and Life Planning class (LART 1200) offered the second half of semester I. Additional information is available at anderson.edu/career.

HEALTH SERVICES

Anderson University Health Services is committed to providing free comprehensive services to students and as part of the health benefits for eligible faculty and staff.

Health Services offers immediate care, health counseling, referrals, and wellness education. Care and resources are provided free to full-time AU students in partnership with Community Hospital Anderson, and all Health Services staff members are trained specialists from the Community Health Network. **Services are offered by appointment only.** Health Services is located at 307 Cottage Ave (behind Myers Hall).

All undergraduate students entering Anderson University are required to submit an up-to-date copy of Immunization Records via the online [Report of Health History](#) form to the Department of Student Life by Aug. 1. Health requirements for students at Anderson University exist primarily to protect students from diseases, which are infectious, and to secure medical information concerning students should they need assistance from the Health Services Department. This information is strictly for the use of Anderson University Health Services and will not be released without your knowledge or consent.

COUNSELING SERVICES

Morrison House, ext. 4203

The college experience is demanding in every way. The academic and extra-curricular obligations are continual, and students live in constant community with others. Family members, professors, and others often expect tremendous things from students, and sometimes they expect even more of themselves. College life involves a wide array of difficult decisions,

stressful situations, and natural losses. Students commonly struggle with anxiety, depression, interpersonal conflicts, family of origin issues, abuse/trauma, substance abuse, disordered eating/ED, loss and grief, identity issues, etc.

The staff of Counseling Services is comprised of highly qualified individuals who strive to minister with wisdom and compassion to the emotional, physical, spiritual, psychological, and relational aspects of the student's struggle. Counseling Services provides comprehensive support services and a safe confidential space that is free to all full-time, traditional undergraduate students. Records are kept confidential and maintained as required by state law. At the discretion of the director, referrals may be made to service providers within the local community or in the student's home community for the purpose of further evaluation and follow-up.

CULTURAL RESOURCE CENTER

The Cultural Resource Center (CRC) strives to intentionally increase awareness, sensitivity, knowledge, and understanding of diverse cultures. Their mission is to pursue and model reconciliation through encouraging acceptance, affirming identity, building community, and cultivating leadership. The Offices of International Student Services and Multicultural Student Services are located in the Cultural Resource Center. *Decker Hall 235, ext. 4193*

Multicultural Student Services

The Office of Multicultural Student Services serves multi-ethnic students through facilitating relationships, programming, academic encouragement, advocacy, and leadership development. Its purpose is to enhance the academic, spiritual, social, and cultural development of multi-ethnic students. The office promotes a diverse environment where students, faculty, and administrators learn from and value each other's differences without abandoning one's own cultural uniqueness.

International Student Services

International students are citizens of countries around the world, U.S. citizens who grew up in another country, TCKs (Third Culture Kids such as kids of military or international business people who have lived overseas), and MKs (missionary kids). Services offered include orientation, F1 Visa immigration compliance, Optional Practical Training (OPT), Curricular Practical Training (CPT), and student programming. Workshops and counseling on culture shock and transition are also provided.

THE OFFICE OF THE UNIVERSITY REGISTRAR

The Office of the University Registrar provides direct support to students, staff, and faculty through services such as student registration, organization and maintenance of student academic records, implementing and monitoring academic policies, and the development of useful information systems. It is the desire of the office to provide these services in a timely, accurate and helpful manner.

Anderson University adheres to Family Educational Rights and Privacy Act (FERPA) and the Student Right-to-Know Act (SRTK). Students are asked to sign a Release of Information Form to allow non-university personnel to view educational records.

ATS HANDBOOK ACKNOWLEDGEMENT

I _____ have received a digital copy of the Anderson
(name of student - please print)
University Athletic Training Handbook and understand that I am responsible for reading its content. I understand if I have a question about the policies in the handbook, it is my responsibility to seek clarification from a faculty member of the Anderson University Athletic Training Program. I agree to abide by the written policies and procedures contained within the handbook.

Athletic Training Student Signature

Date

PROFESSIONAL CONDUCT AND CONFIDENTIALITY AGREEMENT

Please read the following and sign below stating that you are aware of the confidentiality policy and agree to abide by the governance of this policy

My signature below indicates that I, as an athletic training student, in compliance with both HIPAA and the NATA Code of Ethics, recognize that I have an obligation to myself, the athletes, patients, coaches with whom I work, preceptors, and to Anderson University, to withhold from anyone, other than my immediate supervisors or other appropriate medical health professionals, any information I acquire professionally or personally which is considered confidential. This includes any information about an athlete's medical condition, the treatment of a medical condition, any information which I may acquire in locker rooms, athletic training facilities, physician's offices or otherwise which is considered to be non-public information. The unique opportunity that I have to observe and participate as an athletic training student will be jeopardized if I violate this confidentiality, may irrevocably destroy the rapport I establish with athletes, patients, coaches, and physicians, and may result in my immediate dismissal from my clinical assignment, the Athletic Training Program, and/or Anderson University. I also understand that I represent the Anderson University Athletic Training Program at all times, and, as a result, I will conduct myself in a professional manner at all times. I understand that if I fail to abide by this professional conduct statement and the statutes included in the NATA Code of Ethics, I will incur consequences for my actions and accept that penalty.

Athletic Training Student Signature

Date

COMMUNICABLE DISEASE POLICY AGREEMENT

I have received a digital copy of the Anderson University Athletic Training Student Handbook containing the communicable disease policy, and agree to abide by the written policies and procedures.

By signing below, I attest to the following:

- I attended the face-to-face training on the communicable disease policy for the Anderson University Athletic Training Program
- I have read and understand the Anderson University Athletic Training Program's policies and procedures on Communicable Diseases
- I know where to access the Anderson University Athletic Training Program's policies and procedures on Communicable Diseases

Athletic Training Student Signature

Date

BLOOD-BORNE PATHOGEN TRAINING

I have received a digital copy of the Anderson University Athletic Training Student Handbook containing the blood-borne pathogen exposure control and treatment plan, and agree to abide by the written policies and procedures.

By signing below, I attest to the following:

- I attended the face-to-face Blood-borne pathogen training for the Anderson University Athletic Training Program
- I have read and understand the Anderson University Athletic Training Program's policies and procedures on Blood-borne pathogens
- I know where to access the Anderson University Athletic Training Program's policies and procedures on Blood-borne pathogens

Athletic Training Student Signature

Date

ANDERSON UNIVERSITY ATHLETIC TRAINING PROGRAM POLICY ON STUDENT PARTICIPATION IN INTERCOLLEGIATE ATHLETICS

Purpose

Many prospective athletic training students who express interest in the Anderson University Athletic Training Program (ATP) are also interested in participating in one or more intercollegiate sport during their college years. Many of the program's finest and most accomplished alumni were athletes while at Anderson University. Because the ATP has a significant clinical experience component, which often requires student commitment during afternoons, evenings, weekends, time conflicts between sport demands and clinical experience requirements can be a problem. The ATP faculty and staff are committed to encouraging athletic training education and assisting students in taking advantage of the rich co-curricular opportunities available on our campus. The faculty and staff are also dedicated to making sure that athletic training students can fulfill all the requirements for the athletic training program and have enough quality clinical experiences to enable them to become skilled health care professionals. The following guidelines are designed to help accomplish all of these purposes.

Guidelines

1. Applicants to the ATP will be given a copy of this policy early on in the application year. This policy will be discussed and explained again during the application process. The intention on the part of an athletic training candidate to participate in intercollegiate athletics shall not factor into the admission decision for the ATP.
2. Students admitted to the ATP may participate in intercollegiate athletics as a student-athlete.
3. Athletic training students, who are also student-athletes, must limit their participation to **one** intercollegiate team.
4. Athletic training students, who are also student-athletes, will not be allowed to gain clinical experiences with the team that they are a member of while participating in that sport during that particular season. (Example: Athletic training student who is a soccer player may not engage in a clinical assignment with the soccer team during the traditional season while he/she is playing on that team during the traditional season).
5. There may be times during the academic year that a student's clinical assignment will overlap with the student's participation in intercollegiate athletics (as a member on a team). Athletic training students, who are also student-athletes, will be required to complete their clinical assignment according to the expectation of that assignment (as indicated on Clinical Course syllabus) before participating in their chosen sport as a player, even if that sport's practices/competitions have begun.
6. Athletic training students, who are also student-athletes, will be allowed to participate during their team's non-traditional season only if participation **does not** conflict with the student's ATP clinical experience responsibilities.
7. Athletic training students who participate in intercollegiate athletics must, like all athletic training students, fulfill **ALL** the didactic and clinical education program requirements before they can graduate. Once accepted to the ATP, all student-athletes are strongly encouraged to consult the ATP Director early since effective planning is crucial to on-time graduation.
8. All athletic training students in the ATP are required to perform at least one "equipment intensive" clinical experience (football or men's lacrosse). The ATP cannot guarantee student-athletes who participate in fall sports will be able to fulfill this requirement in the Spring with

men's lacrosse and therefore to meet this program requirement athletic training students, who are also fall athletes, must complete a ninth semester, i.e. "equipment intensive" rotation prior to graduating from the college and the ATP or decide to not compete as an athlete their senior year.

9. Athletic training students, who are also intercollegiate athletes, might be required to make adjustments to both their athletic team's schedule and their clinical assignments to successfully complete that assigned clinical experience.

This policy will be in effect once a student has been accepted into the ATP at the beginning of his/her sophomore year and will be in effect as long as the athletic training student remains in the ATP. Students with questions regarding this policy are encouraged to speak with the ATP Director for clarification of their concerns.

I, _____, have read and understand what is required of me as a
Applicant's name

student-athlete majoring in athletic training. I also understand that if I am a student-athlete participating in a traditional fall intercollegiate athletics season, I am required to attend a ninth semester to complete my required rotations before I can graduate or decide to not compete as an athlete my senior year.

Athletic Training Student Signature

Date

TECHNICAL STANDARDS CERTIFICATION STATEMENT

I certify that I have read and understand the technical standards for completion of the Anderson University Athletic Training Program listed above, and I believe to the best of my knowledge that I will be able to meet each of these standards with or without reasonable accommodations. I understand that if I am now or at any time in the future unable to meet these standards, I will not be permitted to continue in the program. I further understand that there are some instances in which requested accommodations may not be reasonable, including, but not limited to, when the accommodation poses a direct threat to the health or safety of others or when an accommodation would make a substantial change in an essential element of the curriculum.

Athletic Training Student Signature

Date