

Howard Payne University Athletic Training Education Program

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Howard Payne University Athletic Training Education Program



Student Policy and Procedure Handbook

2016 – 2017

Table of Contents

Page

Forward	3
Mission Statement	3
ATEP Goals	3
ATEP Objectives	3
Admission Policy	3
ATEP Policies	4
Academic Requirements / Progression in the ATEP	4
Required Clinical Hours	4
Professional Behaviors	4
Expectations	5
Code of Conduct	5
Technical Standards	6
Program Requirements	9
Immunizations	9
Communicable Disease Policy	10
Degree Requirements	12
Statement on Professional Behavior Expectations	13
Leave of Absence	15
OSHA Policy	15
NATA Code of Ethics	18
Confidentiality Agreement	20
Signed Verification Form	21

Athletic Training Education Program

The Commission on Accreditation of Athletic Training Education (CAATE) accredits the Howard Payne University (HPU) Athletic Training Education Program (ATEP). Graduates from the Athletic Training Education Program are eligible to sit for the National Athletic Trainer's Association (NATA) Board of Certification examination.

Mission Statement

The mission of the Athletic Training Education Program is to provide and promote a Christ-centered approach to the development of entry level professional Athletic Trainers through competency based education and clinical experience.

ATEP Goals

1. Provide a quality Christ centered educational experience.
2. Upon graduation, students will have the necessary knowledge and clinical skills for an entry-level professional athletic trainer.
3. Upon graduation, students will have the knowledge and skills to be evidence based practitioners.

ATEP Objectives

1. Students will receive a quality educational experience from all faculty, preceptors, and clinical sites.
2. The student will have knowledge base necessary for the entry-level professional.
3. The student will have the opportunity to observe, practice, and master the clinical integrated competencies in their clinical rotations.
4. The student will have the knowledge and skills necessary to be able to gather, interpret, and apply current research to athletic training.

Admission Policies

Students applying for admission into the Athletic Training Education Program must successfully complete ATR 1352 Care and Prevention of Athletic Injuries and ATR 1102 Athletic Training Practicum 2 with a 2.0 grade point or higher, as well as, interview with the Athletic Training Education Program Director prior to being admitted into the program.

ATEP Policies

Academic Requirements

The primary purpose of attendance at Howard Payne University is to obtain the benefits of a college education. Athletic Training is an allied health care profession and academic performance should be the student's first concern. The privilege of being in the Athletic Training Education Program (ATEP) comes with the responsibility to successfully complete the academic obligations of the program. Course work is extremely important in the student's progression toward certification and competent function in the athletic training room. Students enrolled in the ATEP will be evaluated at least once during each semester by the Program Director to assess grades and progress in the program. Similarly, in the clinical setting, evaluations will be completed throughout the year.

Progression within the ATEP

The ATEP is a selective and intense 3 years (6 semesters) academic program with a didactic and clinical component. The didactic and clinical courses must be successfully completed in a sequential order to progress within the program.

Required Clinical hours

Students will be assigned specific clinical observations and rotations by the clinical coordinator to specific clinical instructors. The student and clinical instructor will work together to determine the best schedule for the student and the clinical instructor for the observations and rotations.

Professional Behaviors

Students are expected to follow the NATA Code of Ethics and the Statement of Professional Behavior Expectations outlined in the Student Handbook Policy. If a violation occurs, the student will be notified in writing regarding the details of the violation and a meeting set with the Clinical Education Coordinator.

Expectations

As an athletic training student, you have been chosen from a pool of candidates who have many of the same qualifications as yourself. You will find yourself among others who are also outstanding in their own ways. While in the ATEP, you will have no time to rest on past accomplishments. You will be expected to perform at your best in both the classroom and in the clinical setting. The cognitive background gained in the classroom will give you your foundation. There is no room for being average when it comes to caring for the patients. You will be expected to attend class, turn in assignments, and take exams on time. To do otherwise, states that you are not taking your education and the profession seriously.

Time spent in clinical education will be treated as a learning experience to build a knowledge base. That is, it is a learning situation, and you will be required to come as scheduled. You will be expected to be inquisitive and ask questions at appropriate times. You also will be expected to take initiative and not have to be told what to do all the time. As you gain experience, you should begin to assume a leadership role; everyone will pitch in with the daily chores. You will attempt to improve your athletic training skills each day in the clinical setting. If this is followed, there should be no "dead time." You should be able to get along with fellow students and staff athletic trainers and get to know them. It is expected that you will help one another.

You will never be asked as an athletic training student to assume the role of a certified and/or licensed athletic training professional. If you feel that you are not being utilized to your capacity, then perhaps you did not demonstrate your abilities to the clinical preceptors. You will never put yourself in a position of "faking" knowledge in front of a patient, or be party to disseminating misinformation. All athletic training students must adhere to the NATA Code of Ethics.

A great deal of learning will be done both on your own and with the help of your fellow students. It will be up to you to seek help if you are having a problem in a class or with a clinical skill.

Code of Conduct in the Clinical Setting

1. All Students are required to abide by the rules set forth by the Howard Payne University Athletic Training Education Program.
2. Students are expected to conduct themselves in a professional manner. This includes, but is not limited to, vulgar language, no racial or derogatory remarks, and no horseplay.
3. Students are required to attend all scheduled clinical experiences.
4. Students are expected to take the initiative and not have to be told what to do. Regardless of experience all students will participate in all duties assigned.
5. Students are expected to be courteous and respectful to other co-workers, patients, coaches, staff, and visitors.

Infractions of the code of conduct are subject to disciplinary actions by the supervisor. This could include dismissal from the ATEP if necessary

Technical Standards

A degree in Athletic Training from Howard Payne University's Athletic Training Education Program (ATEP) verifies that the students have the knowledge, skills, and abilities to function in a variety of athletic training settings. The technical standards are to be met by each student admitted to the ATEP at Howard Payne University. These technical standards must be verified by the Program Director and university personnel as a component of the evaluation procedures. These expectations can be met with or without accommodations. Students must notify the Program Director annually if there is a change in his/her ability to meet the technical standards and must request a review of accommodations. Compliance with the program's technical standards does not guarantee a student's eligibility for the BOC certification exam. Candidates for selection to the ATEP Program must demonstrate cognitive, affective, and psychomotor skills.

A. Cognitive skills to be demonstrated in all classroom, laboratory, and clinical situations:

1. The athletic training student must possess the ability independently to measure, calculate, reason, analyze, integrate, retain, synthesize and assimilate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.
2. Examples of such behaviors:
 - a. Students must be able to read, write, speak and understand English at a level consistent with successful course completion and development of positive patient/athlete-athletic training student relationship.
 - b. Students must exercise sound judgment.
 - c. Students must be able to plan and supervise intervention procedures in a safe manner.
 - d. Students must exhibit perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced.
 - e. Students must have the ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively.
3. The athletic training student must maintain composure and continue to function well during periods of high stress.
4. The athletic training student must possess the ability to adjust to changing situations and uncertainty in clinical situations.

B. Affective skills to be demonstrated in all classroom, laboratory, and clinical situations:

1. The athletic training student must possess the emotional health and stability required to fully utilize their intellectual abilities, to adapt to changing environments and to function effectively in stressful situations.
2. The athletic training student must demonstrate ethical behaviors in compliance with the ethical standards of the National Athletic Trainers' Association.
3. The athletic training student must be able to communicate in both oral and written form with patients/athletes and other members of the health care community to:
 - a. Effectively and sensitively elicit information.
 - b. Convey information essential for safe and effective care.
4. The athletic training student must be aware of and interpret non-verbal communications.
5. The athletic training students must be able to acknowledge and respect individual values and opinions and to foster harmonious working relationships with colleagues, peers, and patients/athletes.
6. The athletic training student must possess appropriate demeanor and rapport that relate to professional etiquette and quality patient care.

C. Psychomotor skills to be demonstrated in all classroom, laboratory, and clinical situations:

1. The athletic training student must have sufficient motor function as reasonably required to:
 - a. Safely provide general assessment/evaluation, treatment procedures, and rehabilitation/reconditioning intervention procedures as identified in the NATA Educational Competencies and Clinical Proficiencies.
 - b. Perform CPR according to the guidelines of the American Heart Association or the American Red Cross.
 - c. Perform basic first aid according to the guidelines of the American Red Cross.
2. The athletic training student must have sufficient coordination and balance in sitting and standing positions to safely engage in athletic training procedures such as:
 - a. Moving and positioning patients/athletes.
 - b. Gait training.
 - c. Stabilizing and supporting patients/athletes.
3. The athletic training student must have sufficient coordination and balance in sitting and standing positions to engage in fine muscular movements required for safe and effective manipulation of equipment and tools used in patient/athlete assessment/evaluation, treatment procedures and rehabilitation/reconditioning intervention procedures.

4. The athletic training student must have visual acuity necessary to obtain accurate information from patient/athlete and the treatment environment in performance of routine athletic training activities such as:
 - a. Observing and inspection of patient/athlete movements and postures.
 - b. Reading dials/displays on equipment.
 - c. Reading digits/scales on diagnostic tools.
 - d. Recording the physical examination results and a treatment plan clearly and accurately.
5. The athletic training student must have sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely, and efficiently use equipment and materials during the assessment and treatments of patients.

Candidates for selection to the Athletic Training Educational Program will be required to verify they understand and meet these technical standards or that they believe they can meet the standards. The Office of Learning Assistance will evaluate a student who states he/she could otherwise meet the program's technical standards and confirm that the stated condition qualifies as a disability under applicable laws. If a student states he/she can meet the technical standards with accommodation, then the University will determine whether it agrees that the student can meet the technical standards; this includes a review as to whether the accommodations requested are reasonable, taking into account whether accommodation would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all coursework, clinical experiences, and internships deemed essential to graduation.

Program Requirements

Once a student is accepted into the ATEP, students must verify that the following Requirements have been met prior to the start of each academic year:

1. CPR for the Professional Rescuer certification and FA/AED certification. Initial certification is part of the required ESS 1351 Emergency Responder Course with subsequent recertification offered annually.
2. NATA membership
Membership to the National Athletic Trainers' Association www.nata.org is required of all students enrolled in the program. Students receive association publications, are eligible for association scholarships, have member's only access to the NATA website, and receive discounted pricing for attendance at professional meetings. NATA student membership is automatically paid by the ATEP from fees associated with the practicum classes.

3. Individual personal liability insurance

Due to the possibility of litigation in particular clinical situations, individual professional liability insurance is a requirement for participation in the ATEP. Howard Payne University carries personal liability insurance on all students participating in assigned clinical rotations on or off campus.

4. Special Needs or Disabilities Requirements

It is the policy of the university to provide reasonable accommodations pursuant to all applicable laws for students with disabilities, including students with learning disabilities, health impairments, and other impairments that substantially limits one or more major life activities. For more information on services offered, please go to the HPU website, all information pertaining to Learning Assistance and the required forms are found under The Collegium. As soon as a student is admitted to the University, he/she should submit all relevant information and current documentation (within the last 3 years) to the following department:

- Office of Learning Assistance

ATTN: Mrs. Shawn Matlock

Howard Payne University

1000 Fisk Avenue

Brownwood, TX 76801

(325) 649-8617

Howard Payne University ATEP will work in conjunction with the student and the Office of Learning Assistance to make all reasonable accommodations. For more information please refer to the Howard Payne University Student handbook, the University Web Site, or the Office of Learning Assistance.

5. Immunizations

All Howard Payne University students are required to submit the following immunization records to the university nurse prior to attending Howard Payne University. The university nurse will maintain the record of immunizations and inform the Program Director if any student is deficient of an immunization. Please make sure that all doses that have been received are submitted on a verified Shot Record Via Fax to (325) 649-8819; Via Email to jskaggs@hputx.edu; Via the Shot Records Upload Tool on the Forms page; OR Via Mail to HPU 1000 Fisk St Brownwood TX 76801 Required immunizations include: • Tetanus/Diphtheria (DPT, DTaP, DT, Td) – Required every 10 years • Polio • Hepatitis B • MMR • Meningococcal – MCV4 or MPSV (Booster required if initial dose was received before 16th birthday or > 5 years ago) AFTER January 1, 2012, shot record REQUIRED for ALL incoming students (or former students who stopped out) prior to class scheduling. • Varicella (Chicken Pox) Please provide Month & Year if you had the illness. • TB Skin Test – If you have been outside the US in

the past 12 months. • Any other vaccines that have been received (HPV, HepA, Hib, etc.) should also be included.

6. Communicable Disease Policy

1. Athletic training students with contagious or potentially contagious illnesses should avoid direct patient contact, regardless of clinical setting
 - a. Students suffering from a cold, sore throat, respiratory illness, intestinal illness, or other condition with an oral temperature of 101° or greater should report to the university nurse.
 - b. If a student must miss a class or clinical assignment due to illness, they should contact their instructor prior to their absence. If unable to contact their instructor prior to class, students should contact him/her as soon as possible after the conclusion of their class.
 - c. Upon returning to their class or clinical assignment, students should submit a note from the university nurse or a physician documenting their illness.
2. Athletic training students should always practice sound prevention techniques in the healthcare environment (i.e., regular hand washing, secretion and cough management, wearing gloves when appropriate, etc.)
 - a. Athletic training students should always cover all open wounds or cuts before treating patients.
 - b. If an athletic training student suspects that he/she has a medical condition that may impact the safety of the patient, the student must inform the approved clinical instructor, clinical instructor, and/or the program director as soon as possible. These diseases are as follows, but not limited to:
 - Chickenpox
 - Conjunctivitis
 - Diarrhea
 - Diphtheria
 - Group A-streptococcal
 - Hepatitis A, B, or C
 - Herpes Simplex
 - HIV
 - Impetigo
 - Influenza
 - Lice (Pediculosis)
 - Measles (Rubeola)
 - Mumps
 - Meningitis
 - Pertussis
 - Rabies
 - Rubella

- Scabies

c. OSHA and Blood-borne Pathogens Training is provided annually to all ATEP students and kept on file in the Program Directors office.

Degree Requirements

Copied from the Howard Payne University Catalog p.181

Bachelor of Science in Athletic Training

GENERAL EDUCATION (Bachelor of Science) see page 94	42 hours
ADDITIONAL DEGREE REQUIREMENTS (Bachelor of Science)	12 hours
MAJOR - Athletic Training	49 hours
OPTIONAL MINOR hours	18-24
ELECTIVES (with optional minor)	0-3 hours
ELECTIVES (without optional minor)	21 hours
Total Hours in Degree Program	124 hours

Athletic Training Major **49 hours**

Athletic Training Core **24 hours**

ATR 1351 Introduction to Athletic Training 3 hours

ATR 1352 Care and Prevention of Athletic Injuries 3 hours

ATR 2251 Orthopedic Assessment - Lower Extremity 2 hours

ATR 2252 Orthopedic Assessment - Upper Extremity 2 hours

ATR 2253 Orthopedic Assessment - Head, Neck and Spine 2 hours

ATR 3351 Therapeutic Modalities in Athletic Training 3 hours

ATR 3354 Rehabilitation Techniques in Athletic Training 3 hours

ATR 3355 General Medicine and Pharmacology for Athletic Training 3 hours

ATR 4351 Organization & Administration Athletic Training programs 3 hours

ATR Practicum Courses **minimum 6 hours**

ATR 1101 Athletic Training Practicum 1 1 hour

ATR 1102 Athletic Training Practicum 2 1 hour

ATR 2101 Athletic Training Practicum 3 1 hour

ATR 2102 Athletic Training Practicum 4 1 hour

ATR 3101 Athletic Training Practicum 5 1 hour

ATR 3102 Athletic Training Practicum 6 1 hour

ATR 4101 Athletic Training Practicum 7 1 hour

ATR 4102 Athletic Training Practicum 8 1 hour

Additional Required ESS Courses **11 hours**

ESS 1351 Emergency Responder 3 hours

ESS 2259 Nutrition for Competitive Athletics 2 hours

ESS 3303 Kinesiology 3 hours

ESS 3304 Exercise Physiology 3 hours

Additional Required Biology Courses **8 hours**

BIO 2489 Human Anatomy and Physiology I
BIO 2499 Human Anatomy and Physiology II

4 hours
4 hours

Statement on Professional Behavior Expectations

Athletic training students are required to demonstrate a high level of professionalism. Consequently, students enrolled in the ATEP are expected to develop and demonstrate behaviors and attitudes consistent with those of the profession. Students must follow the NATA Code of Ethics. In addition to the Code of Ethics, the ATEP at Howard Payne University sets the following expectations for athletic training students.

1. Dependability

- a. Students must be prompt, timely, and reliable.
- b. Students must complete assignments and maintain a consistent level of performance

2. Professional Demeanor

- a. Students must not use offensive language.
- b. Students must demonstrate attentiveness, including posture that demonstrates interest, appropriate body language and tone of voice.

3. Confidentiality

- a. Policies regarding confidentiality must be followed.
- b. Students must respect patient's needs.
- c. Students must respect colleagues' needs.

4. Initiative

- a. In the classroom and at clinical sites, students must contribute to a positive learning environment, contributing to classroom discussions.
- b. Participation must be appropriate and beyond "minimum" requirements.
- c. Students should seek and utilize resources available.

5. Empathy

- a. Sensitivity to the needs of others is critical in the field of athletic training.
- b. Students are encouraged to be perceptive
- c. Being a good listener is necessary at all times.

6. Cooperation

- a. Teamwork is critical both on and off the field.
- b. Cooperation is necessary to provide quality patient care.
- c. Students are taught to respect others.
- d. Students are encouraged to ask questions, when appropriate.
- e. Students should use class time and time of peers wisely.

7. Truthfulness and Integrity

- a. Honesty is crucial when working in a health care environment.
- b. Students are encouraged to be objective in decision-making.
- c. Students assume responsibility for their own actions.

8. Organization

- a. Proper planning of schedules and assignments is expected.
- b. Students must use resources conservatively, including supplies in the athletic training clinic.
- c. Students are instructed to manage time appropriately.

9. Responsiveness

- a. Appropriately modify behavior based on evaluations, or verbal feedback from faculty and staff.

10. Supervisory Process

- a. Accepts criticism as part of the learning process.
- b. Evaluates and performs duties within scope of competence.
- c. Seeks advice when needed.
- d. Assumes responsibility for actions.

11. Accountability

- a. Student is accountable for his/her own behaviors and decisions.

If any of the guidelines above are met, the athletic training student may approach the clinical preceptor and request permission to be reassigned and/or seek immediate shelter until the inclement weather conditions improve.

A student may request a leave of absence at any time during the program from the Program Director. The student must fill out a petition form for review by the Athletic Training Faculty.

Reasons for requesting a leave of absence might include:

- pregnancy
- acute injury/illness
- exacerbation of a chronic condition
- personal/family difficulties and/or problems

Students who are granted permission for a leave of absence normally re-enter the curriculum at the beginning of the semester in which they were granted a leave of absence in the following year.

Students must petition their leave of absence and it must be approved by faculty.

OSHA Policy

Each individual affiliated site is required to have in place an OSHA (Occupational Safety and Health Administration) policy regarding the potential exposure to blood borne-pathogens and biohazardous waste. Each facility is responsible for notifying athletic training students of the location of the personal protective equipment, the policies regarding universal precautions, and the appropriate reporting procedures for that specific facility.

Howard Payne University's ATEP provides Blood Borne Pathogen training to all students in the program on an annual basis. Observation students (first year students) will be provided with training prior within their first semester of observation at the on-campus clinic.

Blood-Borne Pathogen Post-Exposure Plan

In the event that an athletic training student is exposed to a potentially infected agent during the course of their clinical education the following actions must be taken.

1. The student must follow the facility's published biohazard protocol, notify their Clinical Preceptor immediately, and notify the Program Director within 24 hours of exposure.
2. The Program Director will ask that the student to complete a report on the incident.

3. The Program Director will refer the athletic training student to Medical Director for examination.
4. After initiating the appropriate referral, the Program Director will contact the Clinical Preceptor and ask them to complete a report of the incident.
5. The originals of all forms will be kept in the Program Directors' Office and copies of both forms will be filed in the student's athletic training record, the Medical Director, and the affiliated site.
6. Any charges that result from an exposure will be filed with the students' primary medical insurance.

Universal Precautions to Bloodborne Pathogens

"Universal Precautions" are guidelines that assume all patients/persons/student-athletes and/or their blood and body fluids are considered infected with a blood borne pathogen so that simple practices can be instituted to protect athletic training students for risk of exposure. In reality, most people are completely free of blood borne pathogens and therefore not infectious, but this precaution is to protect all care givers from that one exposure that just might be infectious.

Athletic training students complete their clinical experiences in healthcare environments therefore bloodborne pathogens are present. To greatly reduce the risk of acquiring a disease, athletic training students must protect themselves before dealing with any body fluids.

A. Reducing the Risk. To reduce the risk, athletic training students must follow these steps:

- 1) Properly cover any wounds you may have prior to attending your clinical experience.
- 2) When dealing with any blood and/or body fluids, wear a pair of disposable gloves, eye/face shield, and/or gown or apron. All personal protective equipment must be changed after each contact with a different patient .
- 3) Properly dispose all material used that was exposed to blood and/or body fluids: i.e. - gloves, gauze, tape, and other materials used to contain the body fluids in the Biohazard bags and/or containers.
- 4) After caring for the patient, make sure you wash your hands and other skin surfaces that have been contaminated with blood and other body fluids immediately and thoroughly for at least 15 seconds before attending to the next athlete. Hands should be immediately and thoroughly washed after glove

removal.

- 5) Although saliva has not been documented as a transmission mode for HIV exposure, disposable mouthpieces, resuscitation bags, and other ventilation devices will be used if the need arises for CPR and/or rescue breathing.
- 6) All athletic training students and faculty who have exudative and/or open lesions or weeping dermatitis will report directly to the clinical instructors. They may be required to refrain from all direct patient care and from handling patient's equipment until the condition resolves.
- 7) All blood, body fluids, and tissue spills must be cleaned promptly with a bleach solution.

B. Body Fluids. Body fluids are fluids that have the potential of carrying any blood borne pathogen. Potentially dangerous body fluids include:

- a. Any visible blood.
- b. Any blood saturated article of clothing, towels, and medical supplies.
- c. Any lesion that shows signs of infection.
- d. Any fluids that show signs of puss

C. Biohazard Cans. Biohazard cans are containers that are painted red and that are lined with special labeled red bags. These containers are only for the disposal of blood borne pathogen waste. The articles that are to be placed in these cans are:

- a. Any gauze that contains blood and/or body fluids.
- b. All gloves used to tend to the patient.
- c. All cotton tipped applicators used to spread ointment, bandages and Band-Aides, and tape that contains body fluids.

Also note the following:

1. All articles that are not in contact with body fluids need to be placed in the trash not the biohazard bags and/or containers.
2. Biohazard waste from an away contest must be disposed of in the host's biohazard containers or in a biohazard bag in his/her kit, and then dispose of the material when he/she arrives back at the university.

D. Disposal of Bloody or Soiled Towels. If a cloth towel is used to control bleeding or

clean up bloody or soiled items such as uniforms, tables, and floors, the following steps are to be used to clean the towel:

1. Place the towel in a separate biohazard bag.
2. The towel must be taken to the equipment room for proper cleaning.
3. The towel is not to be used until it has been properly cleaned.

E. Sharps Container. The sharps container is the red container used to collect the following sharp medical instruments: scalpels, needles', and suture kits. The following steps are to be used when placing a used sharp instrument in the sharp's container:

1. Do not touch the sharp end of the instrument with your hand.
2. Use forceps to remove the blade from a scalpel, if it is a disposal blade.
3. Place the sharp instrument in the sharps container.

NATA CODE OF ETHICS PREAMBLE

The National Athletic Trainers' Association Code of Ethics states the principles of ethical behavior that should be followed in the practice of athletic training. It is intended to establish and maintain high standards and professionalism for the athletic training profession.

The principles do not cover every situation encountered by the practicing athletic trainer, but are representative of the spirit with which athletic trainers should make decisions. The principles are written generally; the circumstances of a situation will determine the interpretation and application of a given principle and of the Code as a whole. When a conflict exists between the Code and the law, the law prevails.

PRINCIPLE 1:

Members shall respect the rights, welfare and dignity of all.

1.1 Members shall not discriminate against any legally protected class.

1.2 Members shall be committed to providing competent care.

1.3 Members shall preserve the confidentiality of privileged information and shall not release such information to a third party not involved in the patient's care without a release unless required by law.

PRINCIPLE 2:

Members shall comply with the laws and regulations governing the practice of athletic

training.

2.1 Members shall comply with applicable local, state, and federal laws and institutional guidelines.

2.2 Members shall be familiar with and abide by all National Athletic Trainers' Association standards, rules and regulations.

2.3 Members shall report illegal or unethical practices related to athletic training to the appropriate person or authority.

2.4 Members shall avoid substance abuse and, when necessary, seek rehabilitation for chemical dependency.

PRINCIPLE 3:

Members shall maintain and promote high standards in their provision of services.

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

3.2 Members shall provide only those services for which they are qualified through education or experience and which are allowed by their practice acts and other pertinent regulation.

3.3 Members shall provide services, make referrals, and seek compensation only for those services that are necessary.

3.4 Members shall recognize the need for continuing education and participate in educational activities that enhance their skills and knowledge.

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

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

PRINCIPLE 4:

Members shall not engage in conduct that could be construed as a conflict of interest or that reflects negatively on the profession.

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

4.2 National Athletic Trainers' Association current or past volunteer leaders shall not use the NATA logo in the endorsement of products or services or exploit their affiliation with the NATA in a manner that reflects badly upon the profession.

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

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

Confidentiality Agreement

Students in the Athletic Training Education Program at Howard Payne University will have access to medical information of actual patients and/or student-athletes in various types of health care facilities and in the classroom. Two factors must be considered that are relative to student use of medical information:

1. Legally, the information belongs to the patient and/or student-athlete. Any violation of the confidentiality of patient information is punishable in a court of law.
2. The professional code of ethics of the National Athletic Trainers' Association stipulates that maintaining confidentiality of patient information is a part of professional responsibility and integrity.

Medical Records in all clinical education facilities contain actual data and must never be physically removed from the facility, either in whole or in part, nor photocopied for removal purposes.

I understand that all information contained in student-athlete and/or patient files, both paper and electronic, is confidential and subject to the provisions of the Family Educational Rights and Privacy Act of 1974.

I understand that it is the policy of Howard Payne University that all information contained in student-athlete and/or patient files, both paper and electronic, is confidential.

I understand that it is the policy of Howard Payne University that any discussion regarding any student athlete and/or patient, which I might hear while at my clinical site is confidential.

I understand that it is the policy of Howard Payne University that I must not seek access to any student athlete and/or patient files or other confidential information unless I am specially asked to do so by my clinical supervisor.

I understand that any information I see, hear, or otherwise obtain about any student-athlete and/or patient during my clinical assignment must not be divulged or discussed.

I understand that any information about any student-athlete and/or patient should not be divulged or discussed at my clinical site except as required for patient care.

I understand that violation of any of the above rules is a serious matter and can result in termination from my position and/or other disciplinary actions.

Signed Verification of ATEP Policy and Procedure Manual

I, _____, have read, understand, and
(Printed Name)

am willing to comply with the Howard Payne University Athletic Training
Entry-Level Student Policy and Procedure Manual.

Signature: _____

Date: _____

Having read the Confidentiality Statement, I do agree to maintain the confidentiality of all pertinent information to which I am exposed to as an Athletic Training Education Student Howard Payne University. I have discussed the above information with the athletic training staff and do agree to abide by all athletic training policies, rules, and University regulations.

Print Name: _____

Signature: _____

Date: _____

I certify that I have read and understand the technical standards for each selection listed above, and I believe to the best of my knowledge that I meet each of these standards without accommodation. I understand that if I am unable to meet these standards I will not be admitted into the program.

Name of Applicant: _____ Date: _____

Signature of Applicant: _____

Statement for students requesting accommodation:

I certify that I have read and understand the technical standards for selection listed above and I believe to the best of my knowledge that I can meet each of these standards. I will contact the Office of Student Life to determine what may be available. I understand that if I am unable to meet these standards, I will not be admitted into the program.

Name of Applicant: _____ Date: _____

Signature of Applicant: _____