



**Master of Science in Athletic Training Program
Athletic Training Student Handbook**

Academic Year 2022-2023



Northern Illinois University
Your Future. Our Focus.

The NIU Athletic Training (AT) Program has a long history of accreditation and being a nationally recognized professional program with an extensive history of student success. Our graduates hold positions in some of the most prestigious sports programs, universities, and clinics throughout the Midwest.

Please review the handbook and contact me if you have any questions or need any clarification.

A handwritten signature in black ink, appearing to read 'Nicholas E. Grahovec', enclosed within a large, loopy oval shape.

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Athletic Training Program Student Handbook

The Athletic Training (AT) Program handbook serves to inform current and prospective students of the requirements of the MS in Athletic Training. Thus, this handbook contains policies and procedures, guidelines, and relevant information evolving from important documents distributed by the Commission on the Accreditation of Athletic Training Education (CAATE), the National Athletic Trainers' Association (NATA), the Board of Certification (BOC), and Northern Illinois University (NIU). Failure to follow a requirement relating to operational policies and procedures will result in a disciplinary action. The AT handbook's policies and procedures are fluid, will be reviewed regularly, and may be modified. Notice will be given with any revisions.

SECTION I: PROGRAM INFORMATION

Mission

The mission of the Athletic Training Program at Northern Illinois University is to foster the growth of innovative allied health professionals to equitably serve diverse communities. We empower students who are committed to patient-centered care and high quality health outcomes. The program accomplishes this through contemporary expertise, evidence based practice, interprofessional education, practical and professional clinical experiences, and exposure to emergent settings.

Program Goals

The aim of AT program of study is to develop student competence and proficiency in the following discipline-specific domains: 1) Injury Illness Prevention and Wellness, 2) Examination, Assessment, and Diagnosis, 3) Immediate and Emergency Care, 4) Therapeutic Intervention, and 5) Healthcare Administration. Athletic training students will achieve competence and proficiency in the discipline-specific domains by accomplishing the following goals:

1. Students will demonstrate understanding and apply all necessary foundational knowledge to improve the health and well-being of the patients they serve.
2. Students are committed to meeting the unique healthcare needs in an environment of inclusion, respect, equity, and appreciation of differences in diverse patient populations.
3. Students will be proficient in evidence based practice and interprofessional healthcare to provide high quality patient-centered outcomes.
4. Students will exhibit professional behaviors required for professional practice in athletic training across a variety of healthcare settings.
5. The program will recruit and retain a diverse group of students to facilitate a culturally inclusive learning environment.

Academic Excellence

The AT Program promotes high academic standards and promotes professional activity by using a variety of teaching and learning strategies, the latest educational technology, and collaborative learning. Contextual experiences in the service-learning partnership serve to develop inter-professional collaboration, civic responsibility, cognitive understanding, psychomotor skills, foundational professional behaviors, and professional experience through reflective practice. We recognize that students may initially be dependent-learners, but we strive to cultivate self-directed, independent-learners over the course of the academic plan.

A Spirit of Collegiality

The NIU AT Program fosters a spirit of collegiality by encouraging peer learning and professional interactions through student involvement in the clinical setting, as well as local, state, regional, and national associations. The athletic training faculty and preceptors also promote collegiality by modeling exemplary professional behaviors and standards of practice in the classroom, laboratory and clinical setting.

History

Modern athletic training at Northern Illinois University (NIU) began in 1970 when the National Athletic Trainers' Association (NATA) awarded NIU graduates the Certified Athletic Training (ATC) credential after sequentially completing: 1) appropriate coursework and clinical hours and 2) passing the Board of Certification (BOC) examination. This route to the ATC credential was referred to as the NATA *'internship'* route.

After the American Medical Association (AMA) recognized athletic training as a bona fide health care profession in 1990, the NATA mandated one route to BOC certification. The mandate required that all institutions holding a route to NATA certification must become accredited by the Commission on the Association of Allied Health Educational Program (CAAHEP) by 2004.

Accreditation Status

NIU gained initial CAAHEP accreditation in 1999, followed by continuing accreditation in 2005. Today's accrediting body, the Commission on the Accreditation of Athletic Training Education (CAATE), required a stand-alone degree, and in December 2010, the Illinois Board of Higher Education approved the BS in Athletic Training. In 2012, the CAATE granted the NIU AT with ten more years of continuing accreditation. Most recently, the program graduated its final undergraduate class in May 2021. The program transitioned to the Master of Science in Athletic Training in summer 2021 and is currently seeking accreditation






SECTION II: ATHLETIC TRAINING PROGRAM CURRICULUM

Limited Admission Process




The applicant is required to contact the AT Advisor on a regular basis to ensure all materials are submitted. The limited admissions committee is composed of AT faculty and staff and will determine which applicants are invited to the interview. Those applicants, who are invited to the next phase, will receive email notification. Details regarding the interview and procedures are outlined in this message. Information from interview and application is used to determine which students are admitted into the athletic training major. Depending on resources available, the AT program admits 15-20 applicants per year.

Requirements for M.S.A.T. 2 Year Program

To be considered for admission to the M.S.A.T program, an applicant must be admitted to Graduate School at NIU and have successfully completed the following baccalaureate course work:

-  Human anatomy and physiology (8 semester hours preferred, 4 semester hours mixed course minimum)
-  Chemistry
-  Physics
-  Biology
-  Psychology or sport psychology

While not required, it is highly recommended that students have successfully completed coursework in:

-  Biomechanics/kinesiology
-  Exercise physiology
-  Human nutrition or sport nutrition





Applicants must complete a limited admissions application, which will include a letter of interest, resume, three letters of recommendation, minimum of 50 observation hours with a BOC certified athletic trainer within the last 10 months prior to application, and transcripts, for all prerequisite courses and/or highly recommended courses. Syllabi for all prerequisite courses should be available upon request. Qualified applicants will undergo a pre-admission interview. The GRE is not required for admission. Applicants will be ranked based on their overall GPA, the GPA of their prerequisite coursework, successful completion of highly recommended coursework, letters of recommendation, and interview performance.

Students will be required to undergo criminal background checks in order to be placed at clinical experience sites. If the student has a prior criminal record, he or she may not be able to complete the program or required courses.

Requirements for Accelerated B.S. in Kinesiology/M.S. in Athletic Training

The accelerated sequence leads to both a B.S. in kinesiology and an M.S. in athletic training degrees. Students who want to complete this program must identify themselves to the Department of Kinesiology and Physical Education as undergraduate majors, ideally in their first semester on campus, and gain successful entry to the M.S.A.T. program. Admission to the M.S.A.T program will be on a competitive basis, and the likelihood of admission will depend on the number and quality of the applicants to the program.

Eligibility requirements for application to the M.S.A.T. program through the accelerated B.S. in kinesiology program are:

-  Undergraduate majoring in kinesiology
-  Completion of at least 90 semester hours of undergraduate designated course work as approved by adviser
-  Minimum of 3.00 GPA
-  Completion of all application requirements, including application to the graduate school, statement of purpose, resume, three letters of recommendation, minimum of 50 observation hours with a BOC certified athletic trainer within the last 10 months prior to application, and transcripts for all college course work. Qualified applicants will undergo a pre-admission interview. The GRE is not required for admission.

Admission will be on a competitive basis, and the likelihood of admission will depend on the number and quality of the applicants to the program, the number and quality of applicants to the M.S.A.T in general, as well as other factors normally considered in admissions decisions by the Graduate School and the Athletic Training program.

Failure to meet requirements of the accelerated sequence may lead to a B.S. degree only, but only after all the requirements for that degree have been met. Students are required to fulfill all requirements for the M.S.A.T. degree mentioned in the previous section in order to be awarded this degree.

Notification of Acceptance

The applicant should receive email notification of acceptance within three weeks after the interview. **The**

student, who is accepted, is required to formally respond to the offer of acceptance by completing the Athletic Training Program Acceptance Form. Admissions is contingent upon maintaining a 3.0 grade point average (GPA) or higher at the conclusion of spring semester, and completing all the necessary paperwork and prerequisites. Failure to do so may result in disciplinary action (e.g., dismissal).

Costs Associated with Program

All costs associated with the program, including (but limited to) tuition, fees, refund policies, travel costs, and clothing can be found in Appendix B. Information about financial aid can be found here:

<https://www.niu.edu/financial-aid/index.shtml> and scholarships here:

<https://www.cedu.niu.edu/knpe/academic-programs/athletic-training/scholarships.shtml>.

University Catalog



The university catalog containing information about all academic programs, policies, and procedures can be found here: <https://catalog.niu.edu/index.php?catoid=55>.

Criminal Background Check / Drug Screening

It is a requirement of this program to complete a criminal background check and drug screening prior to the start of clinical experiences. If a student has a prior criminal record or positive drug screen, they may not be able to complete the program or required courses do to clinical experience restrictions. Criminal background check and drug screen is completed after admissions decisions and has no bearing on acceptance into the program.






Summer Enrollment (First Semester) of AT Courses

The email notification of acceptance from the AT program director will prompt the student to contact the AT Advisor, who will provide the student permission numbers to enroll in the following courses:

-  KNAT 500 – Principles of Athletic Injury and Illness Management and Emergency Care (3)
-  KNAT 501 – Foundations of Athletic Training (3)

Fall Enrollment (Second Semester) of AT Courses

At the same time the student is registering for summer semester courses, they will also register for fall semester courses. Placement in these courses waivers on student meeting the retention criteria during summer semester courses. The student will contact the AT Advisor, who will provide the student permission numbers to enroll in the following courses:

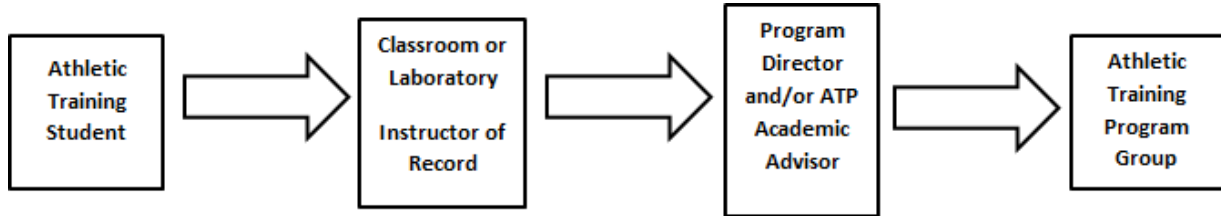
-  KNAT 502 – Clinical Physical Examination and Diagnosis in Athletic Training I (3)
-  KNAT 503 – Clinical Physical Examination and Diagnosis Lab I (3)
-  KNAT 520 – Integrated Therapeutic Interventions in Athletic Training I (3)
-  KNAT 521 – Integrated Therapeutic Interventions Lab I (3)
-  KNAT 551 – Athletic Training Clinical Experience I (3)

Overview of Classroom and Laboratory Experience

Students in the professional phase are referred to as an athletic training student (ATS). The professional phase consists of a two-year sequence of athletic training coursework. Courses are regarded as classroom, laboratory, or clinical depending on the course objectives. Cognitive skills are developed in the classroom; psychomotor skills are developed and refined in the laboratory, and clinical integration is promoted in clinical education. Foundational professional behaviors (FPB) and ethical conduct are integrated in all of the AT courses.

Effective Communication

Clear and effective communication is essential between the classroom/laboratory Instructor of Record (faculty/staff) and the ATS. Issues can be addressed, and problems can be resolved quickly, by following the appropriate communication series outlined below. If the ATS has difficulty in the classroom/laboratory, they should speak to the Instructor of Record. If the Instructor of Record fails to address the student's concern, then they should speak with the Program Director and/or the AT Advisor, who may place the issue on the AT agenda whereby Athletic Training Program Group (PD, AT Advisor, CCE, Faculty, and Staff) will address the concern.



Course Sequence

The AT curriculum follows the course sequence outlined in the table below. Each semester builds on the knowledge and clinical skills of the previous semester. A demonstration of competence and proficiency in skill, knowledge, and foundation professional behaviors are required by the ATS each semester before moving to the next semester. Failure to do so will result in a disciplinary consequence.

Master of Athletic Training Curriculum		
Course Number	Course Title	Credit Hours
Summer Year One		
KNAT 500	Principles of Athletic Injury and Illness Management and Emergency Care	3
KNAT 501	Foundations of Athletic Training	3
	Total Credits	6
Fall Year One		
KNAT 502	Clinical Physical Examination and Diagnosis in Athletic Training I	3
KNAT 503	Clinical Physical Examination and Diagnosis Lab I	3
KNAT 520	Integrated Therapeutic Interventions in Athletic Training I	3
KNAT 521	Integrated Therapeutic Interventions in Athletic Training Lab I	3
KNAT 551	Athletic Training Clinical Experience I	3
	Total Credits	15
Spring Year One		
KNAT 504	Clinical Physical Examination and Diagnosis in Athletic Training II	3
KNAT 505	Clinical Physical Examination and Diagnosis Lab II	3
KNAT 522	Integrated Therapeutic Interventions in Athletic Training II	3
KNAT 523	Integrated Therapeutic Interventions in Athletic Training Lab II	3
KNAT 552	Athletic Training Clinical Experience II	3
	Total Credits	15
Fall Year Two		
KNAT 519	Athletic Training Clinical Administration	3
KNAT 550	Research Methods and Evidence Based Practice in Athletic Training	3
KNAT 553	Immersive Athletic Training Clinical Experience I	4
	Total Credits	10
Spring Year Two		
KNAT 515	Special Topics and Culminating Experience in Athletic Training	3
KNAT 650	Directed Research and Applied Evidence Based Practice in Athletic Training	3
KNAT 560	Professional Preparation in Athletic Training	1
KNAT 556	Immersive Athletic Training Clinical Experience II	4
	Total Credits	11

Academic Calendar

The traditional academic calendar is a 16 week long semester. This includes the fall and spring semesters. Summer semester is traditionally 8 weeks. Additional information on the academic calendar, including important dates, can be found here: <https://www.niu.edu/academics/calendars/index.shtml>.

Curricular Content and Course Descriptions

Information regarding the MS in Athletic Training is found in the Graduate Catalog along with course descriptions. The ATS should make an appointment to meet with the AT Program Advisor each semester so as to matriculate in a timely manner.

Policy: Academic Limited Retention

The AT has limited retention requirements. The ATS **must** present academic competency and proficiency is required in knowledge, skill, and behaviors before matriculating to the subsequent semester. To be in good-academic-standing, the ATS **must** maintain a grade point average (GPA) of 3.0 or higher at the conclusion of each semester and attain a letter grade of B or better in all required athletic training courses. **Procedure** –Failure to maintain a 3.0 or higher, a grade of B or better in all athletic training courses, and/or demonstrate appropriate foundational professional behaviors will lead to disciplinary action outlined in this handbook.

Overview of Clinical Education Experiences

The hours the ATS spends in the clinical education component of the program are just as important as those spent in the classroom and laboratory. While completing clinical education experiences, the ATS is required to follow the specific policies and procedures (i.e., professional dress, assignment schedule, etc.) established by the assigned preceptor at the clinical site. The clinical education experience provides the ATS with the opportunity to apply what was learned in the classroom and the skills learned in the laboratory toward the actual patient-care while also developing clinical decision-making skills.

Effective Communication

Clear and effective communication is essential between the preceptor at the clinical site and the ATS. Issues can be addressed, and problems can be resolved quickly, by following the appropriate communication series outlined below. If the ATS is experiencing difficulty at the clinical site, they should speak to their assigned preceptor. If the assigned Preceptor fails to address the student's concern, then they should speak with the Coordinator of Clinical Education (CCE) who may confer with the Program Director (PD). The CCE and/or PD may place the issue on the AT agenda whereby Athletic Training Program Group (PD, AT Advisor, CCE, Faculty, and Staff) will address the concern.

The ATS can contact the athletic training adviser or department chairperson at anytime.

Policy: NIU AT Program Non-Discrimination

Northern Illinois University Athletic Training Program Faculty, Students, and Preceptors are prohibited from discriminating against or harassing any person based on that person's actual or perceived membership in a protected class under applicable federal and state statutes, regulations, and orders pertaining to nondiscrimination, equal opportunity, and affirmative action. Admission decisions, educational opportunities, and clinical placements are not influenced by a person's actual or perceived membership in a protected class.

Protected classes include, but are not limited to, the following: Age (40 and over), military status, ancestry, order of protection status, arrest record (in admission decisions and educational opportunities matters), political affiliation, citizenship status, pregnancy, color, race, conviction record (in admission decisions and educational opportunities matters), religion, disability (physical or mental), sex, gender, sexual orientation, gender expression, unfavorable discharge from military service, gender identity,

veteran status, genetic information, protection as a victim of a crime of violence, marital status, work authorization status. This Policy also prohibits Athletic Training Program Faculty, Students, and Preceptors from retaliating against an individual because that individual engaged in a protected activity, in good faith, such as making an informal or formal report alleging wrongful or unlawful activity; assisting others in making such a report; or participating in an investigation or proceeding related to an alleged wrongful or unlawful activity.

Clinical Education Procedures

The clinical education experience provides the ATS with diverse, peer-mentoring, and clinical education opportunities that focus on the integration of proficiencies while also developing foundational professional behaviors (FPB) and ethical conduct. The ATS is assigned to a preceptor. The preceptor, vetted and trained, provides instruction, assessment, and opportunities to practice the clinical integration of proficiencies in patient-care. While working under the direct supervision of the preceptor, the ATS not only gains clinical skills, but also develops communication skills, foundational professional behaviors, and ethical conduct through a variety of clinical education experiences that address the continuum of care.

Matters relating to health and safety in patient-care require specific operational policies and procedures. Outlined below are clinical education requirements and the steps necessary to carry out the policy. Failure to follow a requirement results in a disciplinary action outlined in this handbook.

Interprofessional Education

Interprofessional education and interprofessional collaboration are important components in healthcare and healthcare education. During the course of the program, the athletic training student will collaborate with many healthcare professionals as part of the sports medicine team. This collaboration is performed in a professional manner to maximize positive patient outcomes. During the course of the program, there are planned events to encourage interprofessional education. These planned events coincide with the clinical experience courses (KNAT 551, 552, 553, 556) and are performed in a multitude of pedagogical techniques. First year students take part in these planned events as an active participant in the evaluation and treatment of prescribed pathologies. Second year student take part in these planned events as standardized patients and event moderators.




Policy: Clinical Education Course Sequencing


The ATS **must** sequence and successfully complete four clinical experience courses (KNAT 551, 552, 553, 556) that progressively integrates and develops proficient patient care skills and behaviors. The final two immersive clinical experiences (KNAT 553, 556) may take place at a clinical site of the ATS' choosing. The ATS must be in constant contact with the CCE in order to complete the necessary requirements for clinical placement in KNAT 553 and 556.

Procedure - The ATS should make an appointment with the AT advisor each semester to ensure appropriate sequencing. Students desiring consideration for a unique immersive clinical experience should submit an early immersive clinical experience application to the AT faculty by February 1. Applications may be obtained from the Coordinator of Clinical Education.

Policy: Clinical Site Placement and Minimum/Maximum Hours

The table above illustrates the minimum and maximum number of clinical hours for each clinical education course (KNAT 551, 552, 553, 556). The majority of the clinical experiences will be completed in the afternoon between 2-6 PM. However, certain clinical education experiences may occur at varying times and days. The ATS:

-  has one day off in every seven-day period,
-  is assigned a preceptor, and
-  works with the preceptor to develop an appropriate schedule for clinical education

 and will not accept pay for the hours accrued.

The CCE will develop the initial draft of ATS clinical site placement for approval by the AT faculty. Unless there are extenuating circumstances, the ATS will receive their clinical site placement notice of assignment before finals week.

The ATS will gain diverse clinical education opportunities under the supervision of their assigned preceptor. Appropriate clinical engagement is measured in minimal and maximum number of hours. The table above outlines clinical site placements linked to clinical education courses and hour requirements (min-max) per semester and per week. Take note that although clinical experience is an important part of the athletic training program, it should not detract away from didactic courses. Hour requirements are present to ensure that a student's program-related time commitments, including time spent in athletic training clinical experiences and supplemental clinical experiences are not excessive. The program recognizes that athletic training students are all unique and some may be able to handle more rigor than others. This will be handled on a case-by-case basis.

NIU Athletic Training Program Clinical Hour Policy

Procedure for recording clinical hours - The ATS **must** record clinical hours in ATrack and earn the minimal number of clinical hours in the respective clinical education course outlined in the table above. **Procedure for student placement**- In the month of November, the ATS **must** present to the Coordinator (CCE) information to be consider for clinical site placement.

COURSE NUMBER	COURSE NAME	SEMESTER	HOUR REQUIREMENT		
			MIN-MAX EACH SEMESTER*	Minimum Hour Attainment	Typical Hour Range Per Week*
KNAT 551	Clinical I	Fall	200-300	200	10-16
KNAT 552	Clinical II	Spring	200-300	200	10-16
KNAT 553	Immersive Clinical I	Fall	300-600	300	20-40
KNAT 556	Immersive Clinical II	Spring	300-600	300	20-40
			TOTAL 1000-1800	TOTAL 1000	

*based on 15 weeks/semester

Procedure to petition for reconsideration preceptor assignment – If the ATS would like to request a change in preceptor assignment, they **must** request in writing to the CCE a change within 48 hours after receiving the clinical site placement notice of assignment. If the ATS is not satisfied with the decision of the CCE, they may petition the program director (PD) in writing within 48 hours to request a change. The student may expect a decision from the CCE and/or PD within 3 days of each petition.

Policy: Emergency Cardiac Care Training / Blood-borne Pathogen Training

All students must be certified in and maintain emergency cardiac care (ECC) training at all times while enrolled in clinical experience courses. This course is embedded in KNAT 500 and upon completion, students will receive ECC certification. Students will complete blood-borne pathogen training before beginning their clinical experience as a requirement of their first clinical experience course (KNAT 551). This training will be completed annually, being renewed in the first clinical experience course during the second year of the program (KNAT 553).

Policy: FERPA/HIPAA Training

All students will complete FERPA/HIPAA training before beginning their clinical experience as a requirement of their first clinical experience course (KNAT 551). This training will be completed annually, being renewed in the first clinical experience course during the second year of the program (KNAT 553).







Policy: Professional Liability Insurance

Clinical education experiences may place the ATS at risk for litigation. The ATS is insured through the university's program of insurance, which is purchased on behalf of the student with fees associated with the clinical education courses (KNAT 551, 552, 553, 556). The professional student liability policy provides coverage limits of no less than \$1 million per incident and \$5 million in the aggregate. Students may also choose to purchase their own liability insurance.

Please note, the professional liability policy only covers the student during events associated with clinical education courses and only extends while the ATS is enrolled and registered for credit hours during a fall/spring semesters or summer session. Once the grade is posted for a clinical education course, the student is no longer enrolled, and therefore, no longer covered by the student professional liability policy.

Policy: Immunizations

For health and safety, the ATS **must** demonstrate protection against communicable diseases before engaging in patient care. This includes the completion of NIU and AT program immunizations. The ATS **must** show evidence of the following immunizations and test:

-  Measles, Mumps, Rubella
-  Varicella
-  Hepatitis B
-  Annual Influenza
-  TD/Tdap
-  2-step TB, annual one-step TB, or Quantiferon® - TB Gold results

Policy: Communicable Disease

Procedure when the ATS is ill – The ATS should seek treatment when ill. Relative to missing clinical education experience, the ATS **must** notify his/her/their assigned Preceptor and a plan to make up missed clinical education experience. Relative to classroom and lab experience, the ATS **must** notify the instructor prior to class and follow the NIU Notification of Absence Policy and Procedures.

Procedure to Acknowledge Universal Precaution - The ATS **must** understand and sign an agreement stating they agree to follow universal precautions and use personal protective equipment and other scientifically accepted infection control practices during patient care. The CCE will provide more information about this at the beginning of the semester. All athletic trainers and athletic training students will utilize universal precautions, including utilizing PPE such as gloves, face shields, gowns and CPR masks when appropriate when dealing with suspected blood borne pathogens. Students will wash or sanitize their hands before and after patient encounters.

Procedure to Participate in Clinical Education – The ATS **must** ensure that all the above listed immunizations as well as the 2-step TB are current to participate in clinical education experiences.

Policy: NATA Membership and ATrack

Membership in the professional organization, National Athletic Trainers' Association (NATA) is important. The ATS can learn more about the membership, dues, and benefits on the NATA website

(www.nata.org).

What is ATrack?

This is a powerful database used to document the ATS's clinical proficiency test data and clinical hours while enrolled in the program.

Procedure for New Student - The ATS **must** join as a new member of the ATrack before entering the professional program. Information about how to join ATrack as a new member will be distributed around August 1st of the student's first year in the program.

Procedure for Continuing Student – The ATS must annually rejoin/renew ATrack membership to continue in the professional program. The ATrack membership renewal cycle begins August 1st. All students must renew their membership by August 1st in order to avoid losing access to ATrack. Continual membership of the NATA is highly encouraged and may be needed to complete course assignments. The NATA membership renewal cycle begins in October.

Policy: Clinical Site Requirements

Each site will have unique set of criteria. The student must meet the unique set of criteria of each site.

Policy: Traveling

While it is not mandated, the ATS may travel with their assigned preceptor. Travel due to a clinical experience is subject to the course attendance policy.

Policy: Exposure Control Plan

Clinical education experiences place the ATS at risk for potential exposure to blood and bloodborne pathogens or other potentially infectious materials while engaging in patient care, including but not limited to: wound care, cleaning body fluid spills, handling contaminated medical devices, handling contaminated laundry, etc. To reduce exposure, the Occupational Safety and Health Administration (OSHA) published its regulation Occupational Exposure to Bloodborne Pathogens, (29 CFR 1910. 1030).

Procedure – Each year the ATS **must** participate in an AT program sponsored seminar in accordance to OSHA Guidelines to eliminate/minimize the risk of exposure. The CCE will provide specific details as to the training.

Procedure for the care of the athlete and environment surfaces – Regarding the care of the patient and environment surfaces, the ATS **must** comply with procedures outlined in this handbook (Appendix E).

Policy: Confidentiality Agreement

Clinical education experiences require the ATS to respect the confidentiality of information regarding patients and their records. The Board of Certification Standards of Practice and the NATA's Competencies in Athletic Training and Code of Ethics stipulate several duties owed to the patient and physically active individual by the athletic trainer. Among other duties, is the duty to maintain confidentiality of medical records.

Procedure – The ATS **must** comply and sign a confidentiality agreement form (Appendix F). Specific instructions will be provided by the CCE regarding depositing the agreement form.

Policy: Emergency Action Plan (EAP)

An emergency action plan is a blueprint for handling emergencies. Proper emergency management of limb-or life-threatening injuries is critical and should be handled by trained medical and healthcare personnel. Preparation for response to emergencies includes education and training, maintenance of emergency equipment and supplies, appropriate use of personnel, and the formation and implementation of an emergency action plan. A sound emergency plan is easily understood and establishes accountability for the management of emergencies.

Procedure - The ATS **must** review the site-and-venue-specific EAP with their assigned preceptor prior to patient care during their orientation session. The ATS **must** have immediate access to, become familiar with, and follow the clinical site-and-venue-specific EAP.

Policy: Clinical Experience Site Orientation

Orientation to clinical education is important and includes a review of:

- 📖 Emergency Action Plans;
- 📖 OSHA regulations including location of personal protective devices, biohazard containers and related site policies for blood-borne pathogens;
- 📖 Chain of command followed at clinical site;
- 📖 Best mode of communication between preceptor and student in case of illness, postponed or cancelled events, etc.;
- 📖 Dress Code: ATS should utilize the dress code of the affiliated clinical site but at a minimum should include a mechanism by which clients/patients can differentiate students from credentialed providers (e.g. program issued name tag);
- 📖 Selection of a clinical schedule that will maximize student meaningful learning experiences;
- 📖 Introductions to the appropriate personnel (athletic director, coaches, players, and colleagues);
- 📖 Identify the student's learning goals for this rotation;
- 📖 Discussion about the student's previous clinical education as it pertains to the ATS clinical performance and the clinical skills and proficiencies the student was exposed to. Students are encouraged to share the previous semester(s) final evaluations to facilitate this discussion; and
- 📖 Review of evaluation tools used by preceptors to assess student performance, student to assess preceptors' performance and clinical setting. Review and discuss preceptor expectations and responsibilities of student.

Procedure – The ATS **must** participate in clinical experience site orientation. They **must** complete Orientation Form with the assigned preceptor prior to engaging in patient care via ATrack.

Nearing Graduation, BOC exam, and Licensure

As the ATS approaches the last semester in the degree program, they should be mindful of graduation, BOC exam, and state license requirements. Regular advising will ensure that the ATS has met all the requirements for graduation.

BOC Examination Scheduling Policy

In order to ensure that students have as much time as possible to review and prepare for the BOC examination, the earliest examination date students will be allowed to apply for the exam is that which is closest to their expected graduation date. For example, a student scheduled to graduate in May, may take the BOC examination as early as April; for a student scheduled to graduate in December, he/she may take the BOC examination as early as October. Those students who wish to take the BOC examination prior to graduation must have their BOC examination application approved by the Program Director. In order for the Program Director to approve the application, the student must demonstrate preparedness to successfully complete the BOC examination. Examples that demonstrate preparedness include exemplary academics, a well-executed BOC study plan, or passing scores on the official BOC practice examination.

To learn more about exam eligibility, application, registration, deadlines, and preparation visit the [BOC candidate](#) website.

Upon successful completion of the BOC exam, the student should apply for license/registration in the state in which the student plans to gain employment. The process for licensure/registration varies by state. In Illinois, the application for licensure in athletic training is available on the [Illinois Department of Financial and Professional Regulation](#) website. The newly certified professional is required to complete all forms in the *Acceptance of Examination Packet*.

The Department of Records and Registration (RegRec@niu.edu) at NIU is required to complete the ED form, one of several forms in the packet of material. The ATS should contact the Department of Records and Registration to initiate this process.

SECTION III: STANDARDS OF FOUNDATIONAL PROFESSIONAL BEHAVIORS AND ETHICAL CONDUCT

At the heart of professional practice are foundational professional behaviors (FPB) and ethical conduct. These behaviors are guided by the BOC Standards of Professional Practice and Code of Professional Responsibility, NATA Code of Ethics and the Foundational Behaviors of Professional Practice. FPB are also guided by federal (FERPA, OSHA, HIPAA, Sexual Harassment), state, and NIU (Conduct and Discipline) laws and regulations.

Policy: Foundational Professional Behaviors (FPB)

FPB are essential in the delivery of patient-care services. The ATS receives continual formative and summative feedback regarding FPB and responsibility so as to establish and maintain high standards of professionalism. The ATS **must** demonstrate FPB and ethical conduct in the AT including, but not limited to, the classroom, laboratory, and clinical education courses. The word, **must** (bold and italicized), is a requirement. Failure to follow a requirement results in a disciplinary action outlined in Section V.

Below are the values-based FPBs that are emphasized and regularly evaluated.

Respect: as demonstrated, for example, by adhering to confidentiality and professional boundaries; working towards conflict resolution in a collegial way; demonstrating consideration for the opinions, and values of others; following all ATP policies and procedures; advocating for the patient; being open-minded; appropriate use of social media and showing a regard for diversity.

Integrity: as demonstrated, for example, by being truthful and sincere; engaging in academic honesty; practicing clinical skills in a legally competent manner; not blaming others and accepting responsibility for one's action; advocating for the profession and building trust with others by following through on commitments.

Maturity: as demonstrated, for example, by conveying emotional stability (displaying appropriate emotions); demonstrating appropriate confidence yet humble; inspiring confidence in others; willingness to critically examine and integrate the evidence in EBP; promoting the values of research and scholarship; not being hostile, disruptive, confrontational, or aggressive; and not engaging in behavior that endangers or threatens self or others.

Dependability: as demonstrated, for example, by being on time for class, clinical rotations, and meetings; being responsible to carry-out and follow-through on all assignments; submitting assignments on the due-date, and following-through with commitments and responsibilities.

Professionalism: as demonstrated, for example, by presenting oneself in a manner acceptable to the AT; using body posture and affect that communicates engaged attention, and displaying a positive attitude toward becoming a professional.

Initiative: as demonstrated, for example, by showing an energetic, positive, motivated manner; self-starting projects, tasks, and assignments; and taking responsibility to direct own learning.

Empathy: as demonstrated, for example, by being sensitive and responding to the feelings and behaviors of others; listening to and considering the ideas and opinions of others, and rendering assistance to all individuals without bias or prejudice.

Cooperation: as demonstrated, for example, by working effectively with others; showing consideration for the needs of the group; work with others to effect positive patient outcomes and developing group cohesiveness by assisting in the development of knowledge of others.

Organization: as demonstrated, for example, by prioritizing self and task; managing time and materials to meet program requirements; and using organizational skills to contribute to the development of others.

Clinical Reasoning: as demonstrated, for example, by using an inquiring approach in class or clinic; recognizing sources of conflict of interest; analyzing, synthesizing, and interpreting the evidence in EPB; and giving alternative solutions to complex issues and situations.






Supervisory process: as demonstrated, for example, by giving and receiving constructive feedback; modifying performance in response to constructive feedback; and operating within the scope of one's own skills and seeking guidance when needed.

Verbal Communication: as demonstrated, for example, by verbally interacting in class or clinic; sharing perceptions and opinions with clarity and quality of content, and verbalizing opposing opinions with constructive results.

Written Communication: as demonstrated, for example by writing complete and clear sentences; being effective and courteous relative to sharing information; responsibly communicating ideas/opinions clearly and concisely in writing, and responsibly communicating complex subject matter clearly and concisely in writing.

Social Media Policy

The inappropriate use of social media by the ATS is not tolerated. Social media includes the dissemination of information in order to engage other individuals. Social media most commonly includes the internet, e-mail, and social networking sites; however, this policy also refers to print and radio media. Social networking includes, but is not limited to online platforms such as Facebook, Snapchat, Twitter, and related blogs or chatrooms. The ATS **must** follow appropriate social media etiquette. Inappropriate use of social media by students includes, but may not be limited to:

-  "Friending" a patient;
-  Use of derogatory language regarding patients, preceptors, coaches, athletes, faculty and peers;
-  Threats to a third party;
-  Posting of incriminating photos related to illegal or inappropriate behaviors;
-  Violation of patient confidentiality.

Should the above occur the issue will be processed through student conduct and sanctions may result.

SECTION IV: DISCIPLINARY ACTION

Academic Disciplinary Action



When AT policies and procedures are violated, disciplinary action(s) is prompt. With the exception of the *provisional expulsion* disciplinary action, the PD provides the ATS with a written notification outlining the disciplinary action(s) which becomes part of the ATS's academic file. AT disciplinary actions include: provisional expulsion, educational intervention, probation, and dismissal.

Provisional Expulsion: This disciplinary action is an immediate response that removes the ATS from one or more courses for a brief period of time. For example, the ATS could be immediately removed from a class/lab if they is disruptive. Another example is the ATS could be immediately removed from clinical education site until they shows proof of professional liability insurance. During this period of time the ATS is responsible to keep pace with readings, assignments, and other class activities. In the aforementioned examples, the CCE will determine when a student can return to the class/lab or clinical education site.

Educational Intervention: This disciplinary action is a planned AT response. The program faculty issues the ATS a written plan of remediation. This action may last for the remaining part of the semester and beyond and may be issued with other disciplinary actions, e.g., provisional expulsion, probation. The ATS is expected to continue to attend all classes and complete all course requirements.

Probation: This disciplinary action serves to warn the ATS that they is not in good standing.

Probation due to poor academic performance – if GPA falls below 3.0 and/or a letter grade of C, D or F has been earned and posted at the end of the semester, the ATS will automatically be on- probation the following semester.

-  Course Probation resulting in the cessation of progression - If the AT faculty deem the course to be critical to matriculation, the ATS **must** sit out the subsequent semester. If an ATS sits out the subsequent semester, they will be out for a full academic year due to the nature of sequencing and course offerings.
-  Course Probation resulting in the continuation of programs - If the faculty deem the course NOT to be critical to matriculation, the ATS may continue in the appropriate sequence and may receive an educational intervention.

Reinstatement Following Academic Probation - Automatic reinstatement to the AT is granted and the ATS is in good standing in the subsequent semester when his/her/their GPA elevates to a 3.0 or higher and/or attains a letter grade of B or better in a required athletic training course.

Dismissal Following Academic Probation – Dismissal from the AT results in the subsequent semester when an ATS on probation fails to raise his/her/their GPA to a 3.0 or higher and/or fails to attain a letter grade of B or better in a required athletic training course.

Probation due to a pattern of unprofessional or unethical behaviors – If there is a pattern of unprofessional foundational or unethical behaviors, probation will last for the entire semester. The nature of the infraction determines whether or not there is a cessation of progression in the program.

Reinstatement following a pattern of unprofessional and unethical behaviors - At the end of the semester in which the unprofessional/unethical behavior occurred, the AT faculty determines further consequences, for example educational intervention, extending probation, or reinstate in good standing.

Dismissal following a pattern of unprofessional and unethical behaviors- Dismissal from the AT program will result in the subsequent semester when a student on probation fails to demonstrate a pattern of professional and ethical behavior.

Clinical Experience Disciplinary Action

Student Behavioral Incident Reports are used to provide a tool for documenting inappropriate behavior

and subsequent discussions regarding the behavior within the context of the BS/MS in Athletic Training Program clinical environments. Behavioral Incident Reports will directly impact clinical experiences grades by dropping the final grade according to the severity of the violation. Behavioral Incident Reports can be completed using ATrack.

1. A Behavioral Incident Report must be completed within 3 weekdays of a violation.
2. A meeting must be conducted between the Clinical Preceptor and the student within 3 weekdays to discuss the report or the student is not allowed to engage in his/her/their clinical experiences.
3. The student is allowed the opportunity to add their comments to the Behavioral Incident Report regarding the incident.
4. Violations will be ranked:

Severe Violations may include, but are not limited to: very serious offenses that show disregard for the NATA Code of Ethics, breaking patient confidentiality, safety of a student-athletes or patients, violation of university or clinical site regulations, or theft or destruction of university or clinical site equipment or property.

Moderate Violations may include, but are not limited to: verbal abuse of Preceptors, peers, or employees, failure to abide by policies and procedures set forth in the athletic training student handbook or specific to the clinical site, and being habitually late or habitually absent for clinical assignments.

Minor Violations may include, but are not limited to, minor infractions of student handbook rules or inappropriate behaviors displayed by the student such as: tardiness, unexcused absence, unprofessional language and conversation, and unauthorized use of office equipment.

Overall, clinical experience course grades (percentages) will be impacted based on the severity of the violation (severe: 25 percentage points, moderate: 15 percentage points, minor: 5 percentage points). After four minor violations, two moderate violations, or one severe violation, the student shall be placed on probation. Any violation occurring after the student has been placed on probation may result in suspension from the program.

A Clinical Preceptor may immediately suspend a student from his/her/their clinical rotation due to student-athlete or patient safety issues, use of or influence of illegal drugs or alcohol, or destruction of university property. A meeting must be conducted between the Program Director, the Coordinator of Clinical Education, the supervising athletic trainer, and the athletic training student within 3 weekdays to discuss the incident. The student may then be dismissed from the athletic training program.

GLOSSARY

Clinical education: The application of athletic training knowledge, skills, and clinical abilities on an actual patient base that is evaluated, and feedback is provided, by a preceptor.

Clinical site: A physical area where clinical education occurs.

Coordinator of Clinical Education (CCE): The CCE will have input and assurance of student clinical progression, clinical site evaluation, student evaluation, preceptor training, and preceptor evaluation.

Direct patient care: The application of athletic training knowledge, skills, and clinical abilities on an actual patient.

Emergency Action Plan: A venue-specific "blueprint" used for the management of medical emergencies. See: <http://www.nata.org/sites/default/files/EmergencyPlanningInAthletics.pdf>

Health Care Professional: Athletic Trainer, Chiropractor, Dentist, Registered Dietician, Emergency Medical Technician, Nurse Practitioner, Nutritionist, Occupational Therapist, Optometrist, Orthotist, Paramedic, Pharmacist, Physical Therapist, Physician Assistant, Physician (MD/DO), Podiatrist, Prosthetist, Psychologist, Registered Nurse, or Social Worker.

These individuals are required to hold a current credential to practice the discipline in the state and whose discipline provides direct patient care in a field that has direct relevancy to the practice and discipline of Athletic Training. These individuals may or may not hold formal appointments to the instructional faculty.

Pre-professional student: A student who is not formally admitted into the program. Pre-professional students may be required to participate in non-patient activities as described by the term Directed Observation Athletic Training.

Preceptor: A certified/licensed professional who teaches and evaluates students in a clinical setting using an actual patient base. The responsibilities of the preceptor include: supervision of ATS during clinical education; instruction and assessment of the current knowledge, skills, and clinical abilities designated by the Commission; provide opportunities for the student to develop clinical integration proficiencies, provide communication regarding skills and clinical decision-making during actual patient/client care; assessment of athletic training students' clinical integration proficiencies, communication skills and clinical decision-making during actual patient/client care; and the facilitation and clinical integration of skills, knowledge, and evidence regarding the practice of athletic training.

Program Director (PD): The full-time faculty member of the host institution and a BOC Certified Athletic Trainer responsible for the implementation, delivery, and administration of the AT program.

Appendix A
Technical Standards
Northern Illinois University
Athletic Training Program

The Athletic Training Program (ATP) at Northern Illinois University is a physically demanding and mentally intense curriculum that places specific requirements on its students. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards, set forth in this document by the Northern Illinois University ATP, establish the essential qualities necessary for successful completion of the curriculum. Essential qualities are related to achieving the knowledge, skills, and competencies of an entry-level athletic trainer, which is the goal of the program. Furthermore, essential qualities meet the expectations of the Commission on Accreditation of Athletic Training Education (CAATE), which is the accrediting agency of athletic training education.

Compliance with the Northern Illinois University Athletic Training Program's technical standards does not guarantee a student's eligibility for the Board of Certification (BOC) certification examination, nor does compliance necessarily mean successful completion of the program. In this regard, program faculty have the right to determine whether each student, regardless of compliance with technical standards, has met the academic (classroom/clinical), and behavioral requisites for program completion and/or the award of a degree.

The abilities and expectations that follow are required by all students admitted into the Northern Illinois University Athletic Training Program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program.

Candidates for selection to the Northern Illinois University ATP are required to demonstrate:

1. The mental capacity to acquire knowledge, comprehend, analyze, apply, evaluate, and synthesize cognitive educational material related to athletic training;
2. Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate assessments using accepted methods;
3. Sufficient postural and neuromuscular control, sensory function, and coordination to accurately, safely, and efficiently use equipment and materials during the treatment and rehabilitation of patients;
4. The ability to clearly and accurately record the results of athletic injury and illness assessments;
5. The ability to clearly and accurately record plans for the treatment and rehabilitation of athletic injuries and illnesses;
6. The capacity to maintain composure and continue to perform professionally during periods of high stress;
7. The perseverance, diligence, and commitment to complete the athletic training educational program as outlined and sequenced;
8. The flexibility and ability to adjust to the uncertainty of a dynamic clinical setting;
9. The affective skills, appropriate demeanor, and rapport that relate to professional education and quality patient care.

Candidates for the selection to the NIU AT program will be required to verify they understand these technical standards and they believe that, with or without reasonable accommodations,* they can meet the standards.

*Reasonable accommodations are designed to ensure that the student has equal access to the program. As with all students in the program, they in no manner may jeopardize clinician/patient safety, the educational process of the student or institution, including all coursework, clinical education and internship deemed essential to graduation.

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

Athletic Training Student Name (Print)

NIU ID #

Athletic Training Student Signature

Date

Appendix B

Monetary Expenses

It is important to emphasize there are some monetary expenses you will incur beyond the usual university tuition and fees (<https://www.niu.edu/bursar/tuition/graduate.shtml>). Students in the athletic training program should budget for the following expenses:

PRIOR TO ACCEPTANCE

- Apply to through ATCAS \$95
- Apply to NIU Graduate School \$25

FIRST YEAR

- CastleBranch Membership \$82.75
- Criminal Background Check
- Drug Screening
- Compliance Tracking
- CastleBranch e-Learning Modules \$15
- HIPAA Training
- ATrack Membership \$45
- NATA Membership \$75
- Professional AT logo Shirt \$45
- Professional pants/shorts approximately \$40
- Cold/wet weather professional gear *
- 2 step TB Test (Minimal Charge-Health Services on campus)
- Criteria for clinical site \$0-100
- Gas/Transportation to off campus clinical sites \$0-1,000

Please understand that these costs are estimates and may increase or decrease. Also, you may incur other expenses that are not listed.

***optional**

SECOND YEAR

- ATrack Membership \$45
- NATA Membership \$75
- BOC exam preparation \$35
- Professional AT logo shirt*
- Professional pants/shorts
- Cold/wet weather professional gear*
- 2 step TB Test (Minimal Charge-Health Services on campus)
- Criteria for clinical site \$0-100
- Gas/Transportation to off campus clinical sites \$0-1,000
- BOC Certification Exam and Application \$330+
- First Aid/CPR/AED recertification training \$30 (held on campus)*

Appendix C

Foundational Behaviors of Professional Practice

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

Primacy of the Patient

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

Teamed Approach to Practice

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

Legal Practice

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

Ethical Practice

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

Advancing Knowledge

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

Cultural Competence

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

Professionalism

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

**Appendix D
Communicable Disease Agreement
Northern Illinois University
Athletic Training Program**

I understand that:

- I am required to properly use universal precautions, personal protective equipment and other scientifically accepted infection control practices at ALL times during patient care.
- In the event that I contract any communicable disease (see list below), I have an ethical obligation to protect my patients from disease contraction.
- In the event that I have a communicable disease where common universal precautions may not completely protect my patients, it is my ethical responsibility to report the potential for disease transmission. In consultation with a license health care professional, the Coordinator of Clinical Education may remove me from clinical exposures until I am cleared to return to clinical duties. During this time, I will not report to my clinical assignment due to the risk of spreading the infection. This will be considered an excused absence having no effect on the final clinical evaluation.
- All disclosed medical information will be treated confidentially as directed by HIPAA and FERPA regulations.

Communicable Diseases Cited by the CDC:

Bloodborne pathogens	Herpes simplex	Poliomyelitis
Conjunctivitis	Measles	Rabies
Cytomegalovirus	Meningococcal disease	Rubella
Diphtheria	Mumps	Scabies and pediculosis
Gastrointestinal infections	Parovirus	Staphylococcus aureus infection
Hepatitis A	Pertussis	Streptococcus infection
Tuberculosis	Vaccinia (smallpox)	Varicella
Viral respiratory infections (influenza, respiratory syncytial virus)		COVID

I certify that I have read and understand the complete communicable disease policy and agree to comply with the statements therein.

Athletic Training Student Name (Print)

NIU ID #

Athletic Training Student Signature

Date

Appendix E

Northern Illinois University Athletic Training Program Bloodborne Pathogen Policy

The Northern Illinois University Athletic Training program is committed to make every reasonable effort to provide a safe learning environment. Thus, this policy is intended to not only prevent the exposure to bloodborne pathogens, but also facilitate appropriate steps should an exposure occur. This policy is in addition to NIU's Bloodborne Pathogen Exposure control plan, which is available at <http://www.niu.edu/ehs/images/bbp-exposure-control-plan.pdf>. Refer to the NIU Bloodborne Pathogen Exposure Control Plan as well as this document. Each clinical site will also have its own Exposure Control Plan.

Awareness

Clinical education experiences place the ATS at risk for potential exposure to blood and bloodborne pathogens or other potentially infectious materials while engaging in patient care, including but not limited to, wound care, cleaning body fluid spills, handling contaminated medical devices, handling contaminated laundry, etc. In fact, each athletic training student is considered at high risk per OSHA guidelines because of the daily interaction with patients. To reduce exposure, The Occupational Safety and Health Administration (OSHA) published its regulation [Occupational Exposure to Bloodborne Pathogens](#), (29 CFR 1910. 1030).

Bloodborne pathogens are microscopic organisms that thrive in blood or certain other body fluids. They may be viruses, bacteria, fungi (yeasts and molds), parasites, or prions. The most serious infections spread through blood and body fluids are Hepatitis B (HBV), Hepatitis C (HCV) and Human Immunodeficiency Virus (HIV). A Hepatitis B vaccine will protect you from contracting Hepatitis B. There is no known vaccine for HCV or HIV.

Bloodborne pathogens are spread by exposure to blood or other body fluids through several routes. For example: contact with mucous membranes (such as eye, nose, or mouth, or non-intact skin), puncture wounds, blood transfusions, sexual contact, sharing dirty needles, acupuncture, tattoos, and body piercing. The most common exposure for athletic training students is treating bleeding and/or open wounds without protective barriers.

OSHA defines occupational exposure as any reasonably anticipated skin, eye, mucous membrane or parenteral contact with blood or other potentially infectious materials that may result from the performance of specified duties. Other potentially infectious materials include: semen; vaginal secretions; cerebrospinal fluid; synovial fluid; pleural fluid; peritoneal fluid; amniotic fluid; saliva in dental procedures; body fluid that is visibly contaminated with blood; all body fluids in situations where it is difficult or impossible to differentiate between body fluids; any unfixed tissue or organ (other than intact skin) from a human (living or dead); HIV-containing cell or tissue cultures; organ cultures; HIV or HBV-containing culture medium or other solutions; and blood, organs or other tissues from experimental animals infected with HIV or HBV.

Training

Each year the ATS must participate in bloodborne pathogen training as directed by the program and in accordance to OSHA Guidelines to eliminate/minimize the risk of exposure. Additionally, all students assigned to a clinical experience are to receive an appropriate orientation about the clinical site's bloodborne pathogen policy and procedures, including their exposure control plan, by their preceptor or other appropriate personnel at the site. All students assigned to a clinical experience are to be trained in first aid and standard precautions.

Precautions

- Athletic training facilities at which our students are assigned to a preceptor have various personal protective equipment available, but minimal protection includes gloves, goggles, mask, fluid-resistant gown (if chance of splash or splatter) and other engineering controls available for student use such as: 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.
- Tables and other surfaces should be regularly cleaned with approved disinfectants per facility guidelines.
- 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.
- Each clinical site will have specific information on location of personal protective equipment, disposal and cleaning schedule for tables and surfaces.

Post Exposure Plan

- Exposure incident means that blood or other potentially infectious materials made contact with: a. eye, mouth, or other mucous membrane b. Non-intact skin or parenteral contact
- Upon exposure to bloodborne pathogen proceed as follows:
 1. Wash exposed skin with soap and water. Flush eye or other mucous membranes with water for 15 minutes. Provide immediate first aid to the area, clean and dress as necessary.
 2. Inform your clinical site preceptor and complete any necessary documentation (eg, incident report) required at that clinical site.
 3. Seek medical consultation at an urgent care facility immediately (within a 1-2 hour period is best). This time period is important to receive appropriate testing and postexposure prophylaxis, if necessary. Blood should be tested for HBV, HCV, and HIV as soon as feasible through your health care provider (usually within 72 hours of incident). Your healthcare provider will then assess the need for any post-exposure treatment and follow-up testing. Understand that your health insurance may or may not cover these expenses. However, it is for your benefit to follow through with the recommended procedures. For further information related to management and treatment guidelines, see: <http://www.cdc.gov/niosh/topics/bbp/guidelines.html>
 3. Student is required to immediately report the incident to the CCE and assigned preceptor followed by care and referral as needed.
 4. If the exposure incident occurs at NIU, the student may be instructed by the CCE or Preceptor to complete a [general incident form](#). The student may be referred to NIU environmental health and safety for appropriate reporting.

Care of Post Exposure Environmental Surfaces

- All individuals responsible for cleaning and disinfection of blood spills or other potentially infectious materials should be properly trained on procedures and the use of standard precautions.
- Assemble and maintain supplies for cleaning and disinfection of hard surfaces that have been contaminated. Items include personal protective equipment (PPE) (gloves, goggles, mask, fluid resistant 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 appropriate disinfectant that has bacteriacidal, tuberculocidal, and virucidal properties.

- Be sure to use disposable gloves and other necessary personal protective equipment.
- 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.)
- Spray the surface with appropriate solution according to manufacturer's recommendations for disinfection; wipe clean. Place towels in waste receptacle.
- Disposable of contaminated articles blood or other body fluids should be placed in a suitable biohazard container according to facility protocol, the Occupational Safety and Health Administration (OSHA) and the Centers for Disease Control and Prevention (CDC).

Appendix F
Confidentiality Agreement
Northern Illinois University
Athletic Training Program

As a student at Northern Illinois University enrolled in the Athletic Training Program and participating in clinical experiences and internships as part of said Program, I, (Name) _____, understand that I may come into contact with, have access to, and be responsible for confidential information. Confidential information includes, but is not limited to, patient health information. I understand and agree to the following:

1. I understand that the confidentiality of patient records is required by law.
2. My right to have access to or use confidential information is restricted to my need to know such information in connection with the performance of my clinical and/or internship responsibilities.
3. I will not in any way divulge, copy, release, sell, loan, revise, alter, or destroy any confidential information except as properly authorized within the scope of my services as a student/intern.
4. I will not misuse or negligently handle or fail to safeguard confidential information.
5. Any violation of confidentiality or any of these provisions may result in disciplinary action, which may include termination of my status as a student/intern. Violations will be reported to all personnel responsible for evaluation of students/interns. I understand that violations of confidentiality and privacy laws may also result in criminal and/or civil liability or fines.
6. I agree to abide by and be bound by any confidentiality policies or agreements that an internship site may require me to sign as a condition of an internship.
7. This Agreement is a condition of my participation in a clinical experience or internship, covers the entire term of such internship, and its obligations shall continue indefinitely, including after termination of my status as a student at the University.

I have read this Confidentiality Agreement and agree to its terms.

Athletic Training Student Name (Print)

NIU ID #

Athletic Training Student Signature

Date

Appendix G Orientation Form

Clinical site: _____

Date completed: _____

Preceptor initials that student has been informed understands the following:

- _____ Emergency Action Plan: location of EAP, procedures, phone numbers, AED locations and other information relevant to this clinical site
- _____ OSHA Regulations: location of personal protective devices, biohazard containers and other blood-borne pathogen information relevant to this clinical site.
- _____ Site Specific Policies and Procedures: this includes, but not limited to, communicable and infectious disease policies, documentation policies and procedures, and patient privacy and confidentiality protections.
- _____ Personnel: Student understands chain of command for this clinical site and how to verbally address all personnel. Student was introduced to appropriate personnel such as team physician/medical staff, coaches, administration, etc.
- _____ Communication: Mode of communication and appropriate contact information shared. Student understands process of communication in relation to illness, postponed or cancelled events, inclement weather, etc.
- _____ Dress Code (including plan for differentiation between practitioners and students)
- _____ Schedule: A weekly clinical education schedule established that will maximize meaningful learning experiences for student
- _____ Evaluations: Reviewed what (behavioral and proficiencies) will be evaluated, when the evaluations will occur, and how (one on one meetings) they will occur throughout the semester
- _____ Expectations/Supervision: Student understands Preceptor expectations and direct supervision
- _____ Clinical site-specific policies: Such as cell phone usage, where to park, how to enter/exit facility, etc.

Student initials that Preceptor has been informed and understands the following:

- _____ Current level of emergency response, CPR certification and first aid
- _____ Courses completed, current level of skill integration and learning goals for this rotation
- _____ Current course and other schedule

Preceptor Signature: _____

ATS Signature: _____

Appendix H

Film, Videotape, and Photograph Release Form

RELEASE FORM

Production Title: _____

I _____, the undersigned, authorize the staff of Northern Illinois University (NIU), NIU Media Services and affiliate departments and organizations to record, film and videotape my voice and image and to photograph my person.

I further authorize Northern Illinois University to use, televise, and publish (in print or on the Internet) such voice and image recordings and photographs for any purpose which Northern Illinois University deems suitable and which is consistent with the educational purpose of Northern Illinois University. I agree that no representations have been made regarding the purpose or use of my voice or image except for those set forth in this release.

In consideration of participating in the media production described herein, I do for myself, my heirs, executor, administrators, legal representatives and assigns release and forever discharge the Board of Trustees, NIU, NIU Media Services, and their officers, agents, and employees and all other persons connected with the named production from any and every claim, demand, action, in law or equity that may arise as a result of my participation in the production named in this release.

I further state that I have carefully read the terms of this release. I understand that I am signing a complete release and bar to any claim resulting from my participation in the production named in this release.

Signature of Participant Witness

Date Signature of authorized person when Participant is a minor or otherwise unable to sign in his or her own behalf

**Appendix I
Code of Conduct
Northern Illinois University
Athletic Training Program**

As an athletic training student, you are expected to follow the NIU Athletic Training Program (ATP) Code of Conduct at all times. This Code of Conduct has been written to make you aware of the principles of ethical behavior that must be followed while a student in the Athletic Training Program at NIU.

The principles in the Code of Conduct are adapted from the National Athletic Trainers' Association Code of Ethics. These principles cannot cover every possible situation that you may encounter as an athletic training student but must be considered at all times and should guide your behavior, decisions, and actions. In addition to the principles, further information and guidelines have been provided to aid in your understanding of the principles. The circumstances of a situation will determine the interpretation and application of the principles and of the Code of Conduct as a whole. Whenever there is a conflict between the Code of Conduct and the law (criminal or civil), the law must take precedence. The Code of Conduct is considered a living document and will be reviewed and revised as necessary.

Violation of any of the following principles may result in disciplinary action, may result in an 'F' in one or more ATP courses, may affect progression in the AT Program, and may result in dismissal from the AT Program.

Principle 1: Athletic Training Students shall respect the rights, welfare and dignity of all individuals.

- 1.1 Athletic Training Students shall not discriminate against any legally protected class.
- 1.2 Athletic Training Students shall be committed to providing competent care consistent with both the requirements and the limitations of their profession.
- 1.3 Athletic Training Students shall preserve the confidentiality of privileged information and shall not release such information to a third party not involved in the patient's care unless the person consents to such release or release is permitted or required by law.

Furthermore:

- Athletic Training Students shall treat all patients equally regardless of gender, race, ethnicity, national origin or ancestry, culture, physical ability, mental ability, sexual orientation, marital status, religion, or age.
- Athletic Training Students must follow the NIU ATP Confidentiality Policy at all times.

Principle 2: Athletic Training Students shall comply with the laws and regulations governing the practice of athletic training.

- 2.1 Athletic Training Students shall comply with applicable local, state, and federal laws and institutional guidelines.
- 2.2 Athletic Training Students shall be familiar with and adhere to all National Athletic Trainers' Association guidelines and ethical standards.
- 2.3 Athletic Training Students are encouraged to report illegal or unethical practice pertaining to athletic training to the appropriate person or authority.
- 2.4 Athletic Training Students shall avoid substance abuse and, when necessary, seek rehabilitation for chemical dependency.

Furthermore:

- The NIU ATP Student Handbook is available at all affiliated clinical sites (either hard or electronic copy). The laws regulating the practice of athletic training in Illinois can be found on the Illinois Athletic Trainers Association (IATA) website:

<https://www.illinoisathletictrainers.org/illinois-athletic-training-license>

- Laws regulating the practice of athletic training in other states can be found at the Board of Certification website:

<https://www.bocatec.org>

Principle 3: Athletic Training Students shall accept responsibility for the exercise of sound judgment.

- 3.1 Athletic Training Students shall not misrepresent in any manner, either directly or indirectly, their skills, training, professional credentials, identity or services.
- 3.2 Athletic Training Students shall provide only those services for which they are qualified via education and/or experience and by pertinent legal regulatory process.
- 3.3 Athletic Training Students shall provide services, make referrals, and seek compensation only for those services that are necessary.

Furthermore:

- Athletic Training Students shall not perform any athletic training skills or services unless under the direct supervision of an athletic trainer who has the appropriate state credentialing.

- Athletic Training Students shall only perform skills or services that they have learned in didactic and clinical courses and must demonstrate competency prior to performing those skills or services.
- Athletic Training Students shall clearly and effectively communicate the medical status of all patients that they treat to the supervising athletic trainer in a timely manner.
- Athletic Training Students shall receive approval from the supervising athletic trainer prior to referral of non-emergency injuries/illnesses to a physician or other health care provider.
- Athletic Training Students shall not misrepresent themselves as an athletic trainer under any circumstances.

Principle 4: Athletic Training Students shall maintain and promote high standards in the provision of services.

- 4.1 Athletic Training Students shall recognize the need for continuing education and participate in various types of educational activities that enhance their skills and knowledge.
- 4.2 Athletic Training Students who have the responsibility for evaluating the performance of other Athletic Training Students shall fulfill such responsibility in a fair, considerate, and equitable manner, on the basis of clearly enunciated criteria.
- 4.3 Athletic Training Students who have the responsibility for evaluating the performance of other Athletic Training Students are encouraged to share evaluations with them and allow them the opportunity to respond to those evaluations.
- 4.4 Athletic Training Students shall educate other athletic training students in the practice of athletic training with regard to this Code of Conduct and the NATA Code of Ethics and encourage their adherence to it.
- 4.5 Whenever possible, Athletic Training Students are encouraged to participate and support others in the conduct and communication of research and educational activities that may contribute knowledge for improved patient care, patient or student education, and the growth of athletic training as a profession.
- 4.6 When Athletic Training Students are researchers or educators, they are responsible for maintaining and promoting ethical conduct in research and educational activities.

Furthermore:

- Athletic Training Students are encouraged to participate in a variety of educational and professional activities. These include, but are not limited to, workshops,

seminars, conferences, research projects, and volunteer medical activities.

- Athletic Training Students are expected to take an active responsibility for their own learning. This includes, but is not limited to, formulating and asking questions, facilitating learning amongst other Athletic Training Students, and practicing all clinical skills.
- Athletic Training Students are encouraged to become members of the National Athletic Trainers' Association (NATA), their district athletic training organization, and their home state athletic training organization by the time they enter the AT Program.

Principle 5: Athletic Training Students shall not engage in any form of conduct that constitutes a conflict of interest or that adversely reflects on the profession or the NIU AT Program.

- 5.1 The private conduct of the Athletic Training Student is a personal matter to the same degree as is any other person's except when such conduct compromises the fulfillment of Athletic Training Student responsibilities.
- 5.2 Athletic Training Students shall not use, directly or by implication, the National Athletic Trainers' Association's name or logo, NIU AT Program name or logo, or their affiliation with either organization in the endorsement of products or services.
- 5.3 Athletic Training Students shall not place financial gain above the welfare of the patient being treated and shall not participate in any arrangement that exploits the patient.
- 5.4 Athletic Training Students may seek remuneration for their services that is commensurate with their services and in compliance with applicable law, applicable Commission on the Accreditation of Athletic Training Education standards, and applicable NIU AT Program rules and regulations.

Furthermore:

- Athletic Training Students shall maintain a professional distance in their relationships with all patients.
- Athletic Training Students shall follow all NIU AT Program rules and regulations at all times. These include, but are not limited to, the following: Confidentiality Policy, Communicable Disease Policy, and Clinical Policies and Procedures.
- Athletic Training Students shall not engage in any activity that may jeopardize the athletic eligibility status of a student-athlete at any affiliated clinical site.
- Athletic Training Students must demonstrate appropriate behavior and maturity on

campus, at affiliated clinical sites, and in the community in order to ensure that NIU and the AT Program are represented in a positive manner.

- Athletic Training Students must remain in good academic standing and good behavioral standing at NIU. The guidelines for maintaining such standings are found in the NIU Student Handbook and the NIU Catalog.
-

AT Program Code of Conduct Contractual Agreement Statement

I, _____, affirm that I have read the NIU Athletic Training (AT) Program Code of Conduct. I understand the content of the AT Program Code of Conduct and all of my questions have been answered to my satisfaction. I agree to abide by the AT Program Code of Conduct. I understand that a breach of the AT Program Code of Conduct may result in disciplinary action, may result in an 'F' in one or more AT Program courses, may affect my progression in the AT Program, and may result in my dismissal from the AT Program. .

Athletic Training Student Name (Print)

NIU ID #

Athletic Training Student Signature

Date

Appendix J

STUDENT BEHAVIORAL INCIDENT REPORT

Student: _____

Date: _____

Severe Violations. Examples include, but are not limited to:

- Theft or malicious destruction of any Athletic Training Center or Clinical Site property.
- Any activities in violation of university regulations.
- Negligent performance or failure to prevent the endangerment of a student-athlete or patient.
- Breaking patient confidentiality (HIPAA or FERPA).
- Violation of the NATA Code of Ethics
- Other:

Moderate Violations. Examples include, but are not limited to:

- Inappropriate or disrespectful communication with preceptor, student-athletes, patients, or other personnel (profanity, derogatory language, threats, etc.).
- Failure to abide by the ATS Handbook and the Athletic Training Policy and Procedures.
- Habitually reporting late to your clinical assignment.
- Displaying disrespectful behavior to a student-athlete, patient, preceptor or other personnel, including fans of NIU or a visiting team prior to, during, or after a competition.
- Other:

Minor Violations. Examples include, but are not limited to:

- Tardiness: reporting late (~10min) to clinical assignments.
- Unexcused absence from clinical rotations or mandatory Athletic Training Program meetings.
- Unprofessional dress appearance (revealing tops, short shorts, other universities' apparel etc.) in accordance with expectation at clinical site.
- Unauthorized personal use of equipment or supplies.
- Failure to assist with facility procedures such as cleaning, routine maintenance, and other necessary activities as directed by the clinical preceptor.
- Not fulfilling the clinical duties assigned by your clinical preceptor during your scheduled time.
- Displaying unprofessional language (swearing, inappropriate conversation, etc.).
- Other:

Description of behavior: _____

Athletic training student's comments: _____

Clinical Preceptor Filing Report: _____ (Print) _____ (Signature)

I am aware of my clinical related behavior that caused this report. I have read this report and discussed the described behavior with my Clinical Preceptor. I know that I can appeal the addition of this report to my permanent file or any disciplinary action taken by submitting an appeal in writing to the Program Director.

Athletic training student's signature _____

Appendix K
Student Handbook and Policies Acknowledgement
Northern Illinois University
Athletic Training Program

Instructions to Students:

After you have read the NIU Athletic Training Program Student Handbook, read and initial each of the statements below. This form will be maintained in your Athletic Training Program student file.

_____ This form serves as verification that I have received a copy of the NIU Athletic Training Program Student Handbook.

_____ I hereby certify that I have read the Student Handbook for the NIU Athletic Training Program.

_____ I understand the policies as stated.

_____ I agree to comply with all policies as stated in the NIU Athletic Training Program Student Handbook.

_____ I authorize the NIU Athletic Training Program to release necessary emergency contact information, health, and immunization information to assigned clinical sites for the purposes of participation in clinical experiences while enrolled in the NIU Athletic Training Program.

Athletic Training Student Name (Print)

NIU ID #

Athletic Training Student Signature

Date