



# **BALL STATE UNIVERSITY**

Master of Science in Athletic Training

Program Handbook  
2026-2027

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## ABOUT THIS HANDBOOK

This handbook is designed to assist students as they progress through the Master of Science in Athletic Training Program (MS in AT Program) at Ball State University. It is a centralized location for important information relative to the AT Program. Furthermore, this handbook is designed to assist faculty, staff, and preceptors in the education, guidance, and experiences of the students. Important policies, guidelines, and resources are presented.

Once admitted in the MS in AT Program, students are responsible for the information contained in this handbook, and will sign the *Ball State University Athletic Training Program Handbook Acknowledgement* (Appendix A) upon entering the program. Students are expected to read the handbook and keep it as a reference while an athletic training student at Ball State University. Every student will be required to take and pass (at least 80%) a quiz via Canvas regarding the content of this handbook at the beginning of the program and beginning of year two. If changes are made to the handbook, students and preceptors will be notified via email and the revised handbook will be placed on Canvas and in Typhon. This information is an adjunct to, not a replacement for, the [Ball State University Graduate Catalog](#) and the [Code of Student Rights and Responsibilities](#). Additional information is available on the [university's website](#) or the [Athletic Training Program's website](#).

## MISSION STATEMENTS

### *Mission of Ball State University*

We engage students in educational, research, and creative endeavors that empower our graduates to have fulfilling careers and meaningful lives enriched by lifelong learning and service, while we enhance the economic, environmental, and social vitality of our community, our state, and our world.

### *Mission of the College of Health*

Our college embraces an innovative, collaborative, and interprofessional environment for learning, discovery,

and engagement. The learning environment is shaped by core content that enhances understanding of health and well-being throughout the life span. Discovery occurs across the health-related disciplines that comprise the college and readily engages students and faculty in a collaborative manner. Our commitment to interprofessional development and community engagement unites our faculty and students while strengthening our educational programs and serving the needs of the region, state, and nation.

### *Mission of the School of Kinesiology*

As a leader in professional preparation and scientific inquiry, the School of Kinesiology provides high-quality educational experiences for our students, contributes to the scholarly advancement of our academic disciplines, and serves our professional societies and the community-at-large.

### *Mission of the Ball State University Athletic Training Program*

The mission of the Ball State University Athletic Training Program is to provide an innovative curriculum to develop clinical scholars who are committed to delivering high-quality patient-centered care within an interprofessional health care team. We aspire to develop students who are dedicated to maintaining involvement within the profession through clinical practice and service.

## **PROGRAM INFORMATION**

The Master of Science in Athletic Training Program at Ball State University blends both coursework and clinical education to develop a well-rounded entry-level certified athletic trainer (AT). The program is one of eight graduate programs in the School of Kinesiology, which is housed in the College of Health. The College of Health consists of: Counseling Psychology, Social Psychology, & Counseling, Kinesiology; Military Science, Nursing, Nutrition & Health Science, Social Work, Speech Pathology & Audiology. The Ball State University Athletic Training program has produced many prominent alumni who are currently employed in the secondary school, sports medicine clinic, collegiate, occupational health, and professional sports setting.

The Ball State University Athletic Training Program was one of the first educational programs to receive National Athletic Trainers' Association (NATA) approval as it became an undergraduate minor in 1971. The program has either been approved or accredited since that time. The University has remained strongly committed to maintaining and improving this program as demonstrated by the implementation of the Athletic Training Major in 1987. In 2018, Ball State University granted approval to transition our undergraduate program to the graduate level by offering a Master of Science in Athletic Training. The first cohort of the MS in AT program began in the Summer of 2020. Our program develops the knowledge, skills, and professional attitudes/behaviors necessary for the entry-level athletic trainer. The academic faculty and preceptors continually strive to provide the students with the most current evidence-based clinical guidelines through attendance at workshops and conferences, and through conducting original research.

The program is currently accredited by the Commission on the Accreditation of Athletic Training Education (CAATE). The CAATE accredits programs that prepare athletic training professionals. Accreditation promotes excellence in athletic training and aims to advance clinical practice and improve health care outcomes. A program is accredited when it meets the standards established by the CAATE. The standards constitute the minimum requirements to which an accredited program is held accountable. For additional information about the accreditation of athletic training programs, please visit [CAATE website](#).

## PROGRAM DIRECTORY

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Instagram: [@ballstateat](https://www.instagram.com/ballstateat)

## PROGRAM GOALS AND OBJECTIVES

Our program has identified outcomes that align with our program mission and the mission of the Ball State University School of Kinesiology and College of Health. Through classroom teaching and clinical experiences, students who complete the Master of Science in Athletic Training program will meet the following program outcomes. These outcomes are assessed throughout a student's time in the program.

**Outcome #1:** Students utilize quality improvement, health care informatics and evidence-based decision-making to provide patient-centered care.

**Outcome #2:** Students demonstrate competence in athletic training knowledge and clinical skills to provide the best possible patient care.

**Outcome #3:** Students promote themselves and the field of athletic training through professional and community involvement.

**Outcome #4:** Students display the interpersonal skills needed to communicate and collaborate within an interprofessional health care team.

**Outcome #5:** Students model professional and ethical behaviors when representing themselves as a health care professional.

**Outcome #6:** Students display empathy to improve interaction with patients to facilitate positive health outcomes.

## DIVERSITY, EQUITY, AND INCLUSION STATEMENT

The Ball State Athletic Training Program is committed to equity, inclusion and diversity within our education program. This is exemplified in the positive value placed on the individual, the context of their experiences and pursuit towards a more just healthcare system through education and shared experiences. All efforts are made to respect human diversity as it relates to race, ethnicity, gender, age, national origin, sexual orientation, disability, and all other intersections of identity. We are committed to an educational model that supports human rights and improving the quality of life for all of those we serve within the athletic training program.

Students can learn more about Ball State's [non-discrimination](#) policies through the office of the Dean of Students.

## TUITION AND ADDITIONAL COSTS ASSOCIATED WITH THE PROGRAM

Ball State [tuition and fees](#) are calculated on an annual basis based on the number of credit hours the student is enrolled in for that term. An [estimate of the tuition and fees](#) along with the additional costs of the program is listed on the program's webpage. If student's have a grievance related to the calculation of tuition, or awarding of financial aid, they should follow the University's [grievance procedure](#).

Once admitted into the program, there are extra costs associated with the Ball State University Athletic Training Program. These costs are in addition to tuition, room and board, and fees charged by the university, and include the following:

- Transportation and temporary living costs required for travel to off-campus clinical education sites (gas, public transportation fees, etc.) and clinical immersive educational sites (temporary housing, food, transportation, etc.). These costs will vary by student and where their clinical education clinical site is located.
- Clothing costs to meet clinical education dress code requirements (\$35-\$200, as students choose).
- Annual TB test and influenza vaccination and other required immunizations as required by the University (cost varies).
- Annual national background check through required vendor CastleBranch (\$26).
- Five-panel drug screen prior to the start of clinical education (\$30). Additional drug screens may be requested dependent on clinical experience placement in year two.
- One-time subscription fee for Typhon Group tracking software (\$100).
- Emergency cardiac care certification is provided by the athletic training program. If the student chooses to not participate in this training, they will be required to cover the costs of maintaining current emergency cardiac care certification (adult/pediatric) for a healthcare provider. (~\$60).
- Cost associated with completing professional development every year (cost varies). The athletic training program can provide assistance to students who are interested in attending IATA, GLATA or NATA annual meetings.
- Annual National Athletic Trainers' Association student membership fee (\$75) *Recommended especially if interested in applying for scholarships*
- Proof of health insurance coverage is required by some clinical sites. If you need health insurance coverage you can use the resources provided by the University to obtain the appropriate coverage: [Student Health Insurance](#)

## **ATHLETIC TRAINING PROGRAM APPLICATION PROCEDURES**

Applicants must meet the admission requirements established by both the Ball State University Graduate School and the Athletic Training Program. Detailed information regarding the application process can be found here: [Ball State Athletic Training Application](#)

The program utilizes two platforms for the admissions of students into the program, Ball State University's Slate platform and Athletic Training Centralized Application System (ATCAS). After a student applies to the program through either Slate or ATCAS, the application will be reviewed by the Athletic Training Admission & Retention committee that consists of the athletic training faculty and two clinical staff athletic trainers. The materials will be reviewed to ensure that the candidate meets the minimum qualifications and then a decision will be made to determine if the candidate will be granted an interview. Interviews will be conducted virtually through Zoom for all candidates, even for those current Ball State University students to make sure all applicants are treated fairly and consistently throughout the admission process. Candidates will be notified within one week of the interview if they are being recommended for admission to the graduate school.

Students who apply through ATCAS will also be required to submit a completed application through the Ball State University Slate application portal. Once students have completed their formal application in Slate and have been recommended for admission to the graduate school, the Dean of the Graduate School will contact them with official acceptance to Ball State University.

## **ATHLETIC TRAINING PROGRAM ADMISSION REQUIREMENTS**

- Bachelor's degree from an institution recognized by a regional accrediting association
- Transcripts from all colleges and universities attended, including dual credit courses earned while in high school.
- Overall GPA of 2.75 (3.0 preferred) on a 4.0 scale from the undergraduate degree-granting institution
- Formal letter of application, including a personal statement
- Current resume or curriculum vitae
- NACES member credential evaluation & proof of language proficiency (international students)
- List of three references who can speak to potential success as a healthcare professional
- Completion of the pre-requisite topic areas with a minimum grade of "C" or better:
  - Human Anatomy (3 credits)
  - Human Physiology (3 credits)
  - Chemistry (3 credits)
  - Biology (3 credits)
  - Physics (3 credits)
  - Exercise Physiology (3 credits)
  - Psychology (3 credits)
  - Nutrition (3 credits)
    - The course must include relationship of diet to health and disease, principles of nutrition, and life cycle nutrition, nutrition as an energy source and utilization of various nutrients.
  - Statistics (3 credits)
    - The course must include descriptive statistics, correlations, and an introduction to inferential statistics.
  - Biomechanics (3 credits)

- If you cannot take a biomechanics-type course, you will need to take an additional physics course.

For courses completed in Spring 2020: Due to the COVID-19 pandemic, courses completed during the Spring 2020 semester ONLY with a credit/no credit or pass/fail designation may also be eligible as prerequisites upon approval of our admission committee.

Completion of prerequisite courses must be clearly shown on the student's postsecondary transcript with a grade of C or better. Advanced Placement courses will not be accepted to meet prerequisite course requirement unless they were taken as a dual credit course and are reflected on the academic transcript from a college or university. If a student is unsure if a course they have taken will meet the prerequisite requirement, they can contact the program director and ask to evaluate a particular course. In these cases, the student will be asked to provide a course description and copy of the course syllabus for review. This information will be reviewed by the program director and the Athletic Training Admission & Retention committee if necessary to determine if the course meets the objectives of the prerequisite course.

Students can be admitted to the program on a conditional basis if they are in the process of completing the final prerequisite courses. When students are admitted on this conditional basis, they will be notified that they need to submit their final transcript showing completion of the conditional course(s) with the grade of C or better prior to starting the athletic training program in the Summer term. Students who fail to meet this condition, will have one semester to rectify the conditions of their admission before being dismissed from the program.

## **ATHLETIC TRAINING PROGRAM ADMISSION DEADLINES**

For the **Summer of 2025** start

**Domestic Application Deadline:** April 28<sup>th</sup>

**International Student Application Deadline:** March 15<sup>th</sup>

Our program offers a rolling admission process where we review and interview applicants as they apply. Once an application is received, it is reviewed by the admissions committee. The admission committee will determine whether or not the applicant is invited to participate in a video interview. After the interview, the admission committee will convene and an admission decision will be communicated to the applicant within a week of the interview. The program will continue to review applications on a rolling admission basis until the cohort is full or until April 28th.

## **ACCELERATED MASTERS PROGRAM – ATHLETIC TRAINING**

Our [Accelerated Master's Program](#) (AMP) allows you to begin your graduate studies at Ball State while still an undergraduate student. With this option, you start taking classes for your master's degree while completing your bachelor's degree and double-count your courses toward both, saving time and money as you pursue an advanced education in athletic training. As an AMP student, you can count up to 9 graduate credit hours toward both the undergraduate and graduate degrees you're working toward. In the Accelerated Master's Program, you will remain an undergraduate student until you complete your bachelor's degree. Then, you will seamlessly transition to the Graduate School as a graduate student to complete your master's degree.

The AMP for Athletic Training is best suited for students who are majoring in Exercise Science and completing the Pre-Athletic Training Track. Students who are accepted into the AMP for the Athletic Training program will be eligible to count the courses below towards both degrees:

- AT 601 would replace KINE 240 for the UG degree
- AT 605 would replace AQUA 260 for the UG degree
- AT 691 would replace EXSC 493 for the UG degree

Once AMP students complete the above courses to finish their bachelor's degree, they will then be able to begin the professional clinical phase of the athletic training program.

## **ACCELERATED MASTERS PROGRAM – APPLICATION PROCEDURES**

Applicants must meet the admission requirements established by both the Ball State University Graduate School and the Athletic Training Program.

### **AMP Program Admission Requirements**

To be eligible to apply for the AMP Program at Ball State University you must:

- Be a current undergraduate student at Ball State
- Have at least 75 completed undergraduate credit hours (30 must be from Ball State); and
- Have a minimum 3.25 cumulative GPA

\* You will apply directly to the AMP of the Athletic Training program and you must meet the admission and prerequisites of the program prior to beginning graduate courses

### **Athletic Training AMP Admission Requirements**

- Transcripts from all colleges and universities attended, including dual credit courses earned while in high school.
- Formal letter of application, including a personal statement
- Current resume or curriculum vitae
- List of three references who can speak to potential success as a healthcare professional
- Completion of the prerequisite topic areas with a minimum grade of "C" or better:
  - Human Anatomy (3 credits)
  - Human Physiology (3 credits)
  - Chemistry (3 credits)
  - Biology (3 credits)
  - Physics (3 credits)
  - Exercise Physiology (3 credits)
  - Psychology (3 credits)
  - Nutrition (3 credits)
    - The course must include relationship of diet to health and disease, principles of nutrition, and life cycle nutrition, nutrition as an energy source and utilization of various nutrients.
  - Statistics (3 credits)
    - The course must include descriptive statistics, correlations, and an introduction to inferential statistics.
  - Biomechanics (3 credits)
    - If you cannot take a biomechanics-type course, you will need to take an additional physics course.

Prerequisite courses must be clearly shown on the student's postsecondary transcript. Advanced Placement courses will not be accepted to meet prerequisite course requirement unless they were taken as a dual credit course and are reflected on the academic transcript from a college or university. If a student is unsure if a course they have taken will meet the prerequisite requirement, they can contact the program director and ask to evaluate a particular course. In these cases, the student will be asked to provide a course description and copy of the course syllabus for review. This information will be reviewed by the program director and the Athletic Training Selection & Retention committee if necessary to determine if the course meets the objectives of the prerequisite course.

Students can be admitted to the AMP program on a conditional basis if they are in the process of completing the final prerequisite courses. When students are admitted on this conditional basis, they will be notified that they need to submit their final transcript showing completion of the conditional course(s) with the grade of C or better prior to enrolling in their first AT course. Students who fail to meet this condition, will have one semester to rectify the conditions of their admission before being dismissed from the program.

Detailed information regarding the application process can be found here: [Ball State Athletic Training Application](#)

After a student completes the AMP application, the application will be reviewed by the Athletic Training Admission & Retention committee that consists of the athletic training faculty and two clinical staff athletic trainers. The materials will be reviewed to ensure that the candidate meets the minimum qualifications and then a decision will be made to determine if the candidate will be granted an interview. Interviews will be conducted virtually through Zoom for all candidates, even for those current Ball State University students to make sure all applicants are treated fairly and consistently throughout the admission process. Candidates will be notified within one week of the interview if they are being recommended for admission to the graduate school. Once that recommendation is made, the Dean of the Graduate School will contact them with official acceptance to Ball State University.

## **PREPARATION FOR PROGRAM COMMENCEMENT AND CLINICAL EDUCATION**

Upon admission to the Athletic Training Program, students will receive an admission packet outlining several items that need to be completed prior to starting the academic program. This packet is sent in March prior to the start of classes and addresses registering for courses, initiating a Ball State email address, and completing programmatic requirements.

The Admissions Guide explains in detail how to complete the following requirements:

- National Background Check through CastleBranch
- [EduRisk Trainings](#)
  - Bloodborne Pathogens: Protecting Yourself on Campus
  - FERPA
  - HIPAA: Protecting Patient Privacy
  - Protecting Children: Identifying Sexual Misconduct
  - Prevent Sexual Violence Together
- 5-Panel Drug Screen
- Tuberculosis – proof of negative PPD Mantoux Skin Test or IGRA blood test
- [Medical & Technical Standards Verification](#) by physician – submitted to Student Health Center

- Immunization required include those listed with the Centers for Disease Control as “Recommended Vaccines for Healthcare Workers”:
  - MMR
  - Tetanus/Diphtheria
  - Meningococcal Quad (ACWY)
  - Meningococcal B
  - Hepatitis-B
  - Varicella
  - Covid-19
- [Emergency Cardiac Care](#) certification must be obtained before beginning clinical education
  - The program provides this training at the beginning of the program.

Students who need accommodations as indicated by the Technical Standards should seek accommodations with the [Office of Disability Services](#). If the student believes they have not been provided the appropriate accommodations, they can file an [appeal](#) stating their grievance.

All of the above, along with verification of reading and understanding the policies in the Program Handbook should be completed prior to starting classes.

## **MATRICULATION REQUIREMENTS AND CRITERIA FOR RETENTION**

### **DIDACTIC COURSE ATTENDANCE EXPECTATIONS**

Students enrolled in the Master of Science in Athletic Training program are expected to demonstrate professional responsibility and active participation in all didactic courses, regardless of delivery format. Attendance and participation in course sessions are essential to the development of the knowledge, skills, and critical thinking abilities necessary to become a competent health care provider. Each student’s presence and contributions enhance the learning experience of their peers and support successful progression through the program.

In order to successfully matriculate through the Athletic Training program and demonstrate satisfactory academic progress, students are required to attend at least 90% of all class sessions. Any missed class session will require the student to complete remediation related to the missed material. Remediation will be determined by the course instructor and may include, but is not limited to, additional assignments to demonstrate understanding of course content and/or individual skill remediation sessions. The faculty member will communicate the remediation plan to the student and include a deadline for remediation to be complete. Remediation activities do not directly factor into a student’s course grade; however, successful completion of remediation is required to demonstrate competency and continued progression through the curriculum. If the student is ill or is unable to attend class in person, they may attend virtually via Zoom if arrangements are made with the instructor at least 30 minutes prior to the start of class. To be considered present during a Zoom session, the student must keep their camera on for the duration of the class and actively participate in course activities and discussions. Failure to meet these expectations will result in the class session being counted as an absence.

If a student falls below the required 90% attendance threshold for a course, the student will be required to meet with the faculty member and the Program Director (or the Director of Clinical Education if the Program Director is the course instructor) to determine an appropriate corrective action plan moving forward.

The corrective action plan could include:

- Additional assignments or remediation activities beyond those already prescribed
- Increased faculty monitoring
- Scheduled progress reviews
- Modified timelines when appropriate
- Other programmatic actions necessary to support student success and compliance with accreditation standards

Failure to successfully complete the remediation plan may result in academic probation and/or delayed matriculation through the program.

### **EVALUATION OF STUDENT PROGRESS**

Once enrolled into the athletic training program, the students' academic and clinical progress will be evaluated each semester. The student who continues to demonstrate satisfactory academic and clinical progress in the program will continue to the next semester. In each course, students will be required to obtain an 80% or higher on any class assignment, project, or presentation. Failure to do so will require the student to redo the assignment. Each course syllabus explains how this process will unfold for that course. Additionally, each standardized patient (SPs) experience requires students to achieve a grade of at least a 70%. If a student gets lower than a 70% on an SP, they will be required to participate in remediation that could include repeating the SP. The faculty member will communicate with the student regarding the remediation plan. Remediation for both assignments and SPs will not change the student's grade, but will be used to demonstrate that they can successfully complete the skills and advance in the curriculum.

Our program curriculum was developed for students to complete courses in a sequential order. Not completing a course, in the planned sequence, could impact the ability to graduate, on time. If a student is struggling with coursework or other academic issues, they should be proactive and discuss these issues with the faculty member and/or program director. We strive to connect students with the appropriate resources and guidance to improve academic performance in our program.

The following guidelines will be used to evaluate each student at the end of each semester in order to remain in good standing and demonstrate that they are making satisfactory academic progress in the athletic training program:

1. Must satisfy (with or without accommodation) the mental, cognitive, emotional, and physical technical standards involved in completing the requirements for program completion. See Appendix B for the *Ball State University Athletic Training Program Technical Standards*.
2. Must maintain a minimum grade point average of 3.0 in the Athletic Training Program
3. Students must earn a "C" or better in all athletic training courses. Any student who receives a grade lower than a "C" in any athletic training course will be required to retake the course.
4. Students must complete any remediation plans that are created for them due to low grades or absences courses or clinical experiences in the timeframe outlined by the instructor.
5. Maintain current certification in emergency cardiac care, at the level of a professional rescuer or healthcare provider (adult and pediatric). Students should refer the [BOC Emergency Cardiac Care guidelines](#) for

acceptable providers and courses. Should a student's certification lapse, they will be removed from their clinical education experience pending re-certification.

6. Remain in compliance with requirements related to clinical education (e.g., TB testing, influenza vaccination, criminal background check, FERPA/HIPAA, etc). Failure to maintain these requirements, will result in removal from the clinical education experience until the requirements are satisfied.
7. All students are required to abide by the policies and procedures contained in the Ball State University Athletic Training Program Handbook, including the *NATA Code of Ethics* (Appendix C) and the *BOC's Standards of Professional Practice* (Appendix D). Additionally, all students must comply with the Ball State University [Code of Student Rights and Responsibilities](#). Any violations of these policies, any case of academic dishonesty or professional misconduct can result in probation or dismissal from the program.

Student's not meeting satisfactory academic progress will be placed on probation for one semester to remedy the deficiencies. If these deficiencies are not corrected, the student may be dismissed from the athletic training program. This decision is made by the Program Director in conjunction with the Athletic Training Selection & Retention Committee. Actions on behalf of the Committee will be documented and discussed with the student. More information on retention can be found through the [University Graduate School Catalog](#).

Students are required to complete an annual national criminal background check. In the event that a student is charged with a misdemeanor or felony while enrolled in the program, the student must disclose these charges to the program director immediately. Felony charges must also be [disclosed to the University](#) in order to avoid suspension from the University. Once charges are disclosed, changes may need to be made to the student's clinical progression through the program. These changes could delay the student's graduation if clinical education requirements cannot be completed due to the charges. Additionally, it should be noted that some misdemeanor or felony charges, on the student's record either prior to enrolling at Ball State or while a student could impact the student's progression through the program, eligibility to sit for the Board of Certification exam, and/or the ability to be granted licensure in some states.

If a student is found to be in violation of a *Ball State University Athletic Training Program Handbook* policy, the *NATA Code of Ethics*, or the *BOC Standards of Professional Practice*, or if the student demonstrates academic dishonesty or professional misconduct, the situation will be reviewed with the Athletic Training Selection & Retention Committee and appropriate actions (warning, probation, dismissal from program) will be taken. [Academic Integrity](#) is taken very seriously at Ball State and students should make sure that they are abiding by [Student Academic Ethics Policy](#). Depending on the committee's decision, student may be removed or prevented from taking athletic training courses as well as removed or prevented from engaging in clinical education. Actions on behalf of the Athletic Training Selection & Retention Committee will be documented and discussed with the student.

Students who withdraw from the athletic training program will need to re-apply to be re-admitted. On an individual basis, the required application materials may be slightly modified (as approved by Athletic Training Selection & Retention Committee). *\*If a student wishes to withdraw from a course, they should discuss this with the program director before taking the necessary steps, as this decision could affect their ability to graduate on-time.* [Withdrawal](#) from the University must be completed in person at Cardinal Central if the student wishes to withdraw from all classes.

## APPEAL PROCESS

A student has the right to appeal any decision made by the Athletic Training Selection & Retention Committee. The appellant must submit a letter to the Athletic Training Program Director within 10 working days of receiving notification of an adverse decision. The letter should contain reasons as to why the decision is being appealed and why it should be reversed. A conference to discuss the appellant's appeal will then be held with the student, The Athletic Training Selection & Retention Committee, one current athletic training student, the Chair or Associate Chair of the School of Kinesiology and/or 1 College of Health faculty member. After hearing the student's appeal, a final decision will be rendered and the appellant will be notified.

If a student wishes to appeal a grade, the procedures to do are available through the Office of the Vice Provost for Academic Affairs. The [grade appeal policy](#) and [grade appeal forms](#) are available through the [Student Services](#) website.

## MASTER OF SCIENCE IN ATHLETIC TRAINING PROGRAM CURRICULUM

The curriculum of the MS in AT program consists of both didactic and clinical courses. The didactic courses will consist of a blended learning format that allows students to take ownership of their learning experiences.

### 62 Credit Hours

#### **Year 1, Summer, 9 Credits**

- AT 601 Intro to Clinical Practice (3)
- AT 691 Evidence Based Practice in Healthcare (3)
- AT 605 Emergency Procedures (3)

#### **Year 1, Fall, 13 Credits**

- AT 611 Musculoskeletal Evaluation I (3)
- AT 613 Therapeutic Interventions I (3)
- AT 615 Medical & Pharm. Intervention and Treatment (3)
- AT 617 Healthcare Documentation and Informatics (1)
- AT 670 Clinical Experiences in Athletic Training I (3)

#### **Year 1, Spring, 14 Credits**

- AT 612 Musculoskeletal Evaluation II (3)
- AT 614 Therapeutic Interventions II (3)
- AT 693 Practice-Based Research (2)
- AT 619 Behavioral Health (3)
- AT 671 Clinical Experiences in Athletic Training II (3)

#### **Year 2, Summer, 6 Credits**

- AT 673 Clinical Experiences in Athletic Training III (6)

#### **Year 2, Fall, 11 Credits**

- AT 675 Clinical Experiences in Athletic Training IV (5)
- AT 653 Advanced Diagnostic Techniques (2)
- AT 659 Administration and Leadership (3)
- AT 657 Seminar in Athletic Training (1)

#### **Year 2, Spring, 9 Credits**

- AT 695 Research in Athletic Training (3)
- AT 677 Clinical Experiences in Athletic Training V (6)

## **CLINICAL EDUCATION POLICIES AND PROCEDURES**

Clinical education is the cornerstone of athletic training education as it provides students with “real-world” opportunities to integrate the knowledge and skills learned in the classroom on patients under the supervision of a preceptor. Prior to engaging in clinical education experiences, students will be required to sign an Informed Consent, Acknowledgement of Risks, and Release of Liability form (Appendix E). This form will be signed prior to the start of the first clinical experience and will be valid for the remainder of the student’s time in the program. The *Foundational Behaviors of Professional Practice* will be required and evaluated during all clinical education experiences. The clinical portion of the student’s education is a component of each *Clinical Experience* (AT 670, AT 671, AT 673, AT 675, AT 677) course.

### **CLINICAL SITE ORIENTATION**

Prior to beginning any clinical experience, students must complete a clinical orientation with their preceptor. This orientation should address the specific venue policies and procedures which should include but are not limited to: emergency action plan(s) for site, location of personal protective equipment to protect against disease transmission, location of emergency equipment, documentation policies of site, confidentiality procedures (HIPAA and/or FERPA) of site. Clinical sites may have additional policies and procedures or orientation processes that the student must complete prior to starting their clinical experience. Students should have easy access to the emergency action plans of a clinical site. To ensure a meaningful educational experience and to remain in good standing with CAATE, strict clinical education requirements and guidelines are upheld by the program.

### **CLINICAL EXPERIENCE PLACEMENTS**

Clinical education experience placements are made based on course sequencing, site availability, student needs and goals. A student’s preference will be considered, but is not guaranteed. Students are required to complete a minimum of six (5) semesters of clinical education.

During the first two clinical education experiences (fall and spring in year 1) in the program, students will engage in clinical education on campus or within a drivable distance from campus. During the first clinical experience (AT 670), students will be assigned to four, 4-week rotations at a variety of athletic training settings. These include, but are not limited to, secondary schools, college/university, industrial/manufacturing, clinic/outreach, tactical/public safety, performing arts, etc. Starting in the second clinical education experience (AT 671) in the spring semester, students will complete an 8-week long rotation and 2-3 rotations in a variety of athletic training settings that will each be approximately 3-4 weeks long, based on availability of the preceptor/clinical site. As part of AT 671, students will also complete a one-week rotation at the BSU Student Health Center.

Over the course of the remaining three semesters (AT 673, AT 675, AT 677) in the program, the student may be assigned to on-campus or off-campus clinical education experiences that will be immersive clinical education. During immersive clinical education experiences, students are expected to engage in clinical education as their primary focus. In AT 675 and 677, there will be asynchronous coursework that will aim to further engage the students in their clinical experience without interfering or disrupting the educational nature of the experience. When assigned to an off-campus clinical education experience, the student should be prepared to fulfill any additional requirements for that site (e.g. background check, immunizations, orientation) that go beyond the annual BSU requirements as well as plan for temporary relocation and/or transportation to that clinical site. If a student believes that a clinical experience site poses a risk to their health and/or safety, they may cease

participation at such site. If a suitable clinical site cannot be obtained as a replacement, progression through the remaining clinical experiences may be delayed and this may also potentially delay graduation.

Students are to refrain from applying skills during their clinical education experiences which have not first been instructed and evaluated either in the classroom or by the preceptor. This is to ensure safety of both the patient and the student. If, however, a learning opportunity arises where the student may gain experience with a clinical skill but the clinical skill has not yet been taught or assessed in a required course, the preceptor may instruct the student on the clinical skill so that the student may benefit from that situation. Appendix I further delineates how students should be instructed on the safe use of therapeutic equipment in the clinical setting.

### **CLINICAL EDUCATION NON-DISCRIMINATION POLICY**

Consistent with the University's [Notice of Non-Discrimination](#), the Masters of Science in Athletic Training Program does not discriminate on the basis of a legally-protected characteristic and also provides a curriculum, including clinical education experiences, which promotes equal opportunity. In the event that the University is made aware of an alleged discriminatory act by an affiliated clinical site, the matter will be reviewed and appropriate action will be taken, which may include reassigning the student to a new clinical site and ending the University's affiliation with that site.

### **CLINICAL EDUCATION SUPERVISION**

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

The BSU Athletic Training Program does not support unsupervised clinical education experiences, nor are they considered part of the student's clinical education experience. Students may not represent themselves as an athletic trainer or perform athletic training activities outside of their clinical education experience. However, there may be unplanned times that a student is briefly unsupervised. During these uncommon times, students should not perform athletic training skills. If a student finds themselves in a situation in which they are unsupervised, they may act voluntarily as a first aid provider only, and can only provide first aid services, which will be viewed as non-compulsory. This voluntary opportunity may be refused by the student at any time. A student's refusal will have no detrimental effect on the student's clinical education evaluation or standing in the program.

### **CLINICAL EDUCATION EVALUATION**

Students will be regularly assessed on their performance in the clinical education setting. The preceptor who supervises the student will complete each required evaluation. Preceptor's will receive an email from Typhon indicating that the evaluation is due and should be completed. It is the student's responsibility to set up a time

with the preceptor to go over and sign the completed evaluation. For AT 673, 675, and 677, the student will be evaluated at the mid-point of the experience, which will provide feedback regarding progress up to this point, strengths, and help to establish specific skills and goals to accomplish for the remainder of the experience. The student will also be evaluated at the end of the clinical experience. This evaluation will be more detailed, providing feedback regarding the student's *Foundational Behaviors and Professional Practice* as well as level-specific knowledge and skills. For these evaluations, it is expected that the student and preceptor will meet in person to discuss the preceptor's evaluation prior to the evaluation being submitted.

Final evaluations of a student's clinical experience will be assessed with a rubric that emulates the rubric used in the AT Milestones. The full guide to the Preceptor Evaluation of Student Scale can be found in Appendix K. As student's matriculate through the program and gain additional clinical skills and experience they should aim to move closer to autonomous practice.

### Preceptor Evaluation of Student Scale

Critical Deficiencies	Early Learner	Advancing Learner	Ready for Autonomous Practice	Ready for Advanced Practice	Not Observed
Significant gaps in knowledge, skills, and professional behavior; requires immediate and extensive remediation	Developing foundational knowledge and skills; needs significant guidance and supervision	Growing competence and confidence; able to perform most tasks with growing autonomy	High degree of competence and independence; prepared for professional practice upon graduation	Exceptional skill, knowledge, and leadership; capable of handling complex cases with minimal oversight	There were not opportunities to observe the student's performance in this area

### TRACKING PATIENT CASE LOGS and CLINICAL HOURS

All students are required to complete daily time logs and patient case logs in Typhon to document the time engaged in clinical education. Every patient that a student interacts with should be logged in Typhon. Students should develop the habit of logging their patient cases and their time logs every day in order to stay current. Case logs and time logs will be checked and verified weekly by the Director of Clinical Education.

Patient case logs are used to track and evaluate a student's progress through the program. There are several procedures and skills that students should complete during their time in the program. In Typhon, these minimum procedures and skills can be found in the student's individual case log totals – procedures/skills list. From here students can monitor and track which skills still need to be completed during their clinical experience. Some skills must be either assisted or performed, while other skills can be observed with their preceptor. Accurate patient encounter tracking through patient case logs is vital to assessing a students' learning needs as they progress through the program. Only patient case logs that have been approved by the preceptor will be used to meet the minimum procedures and skills. It is the student's responsibility to make sure their preceptor is approving patient case logs in a timely manner. At the completion of the program, prior to graduation, all students must complete all of the minimum procedures and skills in Typhon. If students have not completed all the minimum procedures and skills by the end of their AT 677 clinical experience, they must return to campus during finals week of the spring semester and participate in simulation experiences to complete the remaining procedures and skills.

In order to help students, progress towards completion of the minimum procedures and skills, students are expected to achieve a minimum number of patient encounters for each clinical experience course they are enrolled. Students are expected to log all of their patient encounters and these numbers are purely minimum requirement for completion of the courses. Students should focus on the totality of patient care and obtaining the best possible clinical experience and not only on meeting the minimum requirements of the course.

Course	Minimum # Patient Encounters	Minimum # of Clinical Hours
AT 670	50	160
AT 671	50	160
AT 673	50	250
AT 675	84	360
AT 677	120	400

In addition to maintaining accurate patient case log in Typhon, students are also required to log hours that the engage in clinical education. Students should only track those hours for which they were engaged in clinical education. Travel time (to/from clinical education sites), food/snack breaks, homework breaks, social visits, and other miscellaneous instances should NOT be included in the daily time log. Both patient case logs and times logs are used by the program to verify student experiences and determine the types of experiences that students are obtaining at the clinical site.

#### **CLINICAL EDUCATION INFECTIOUS ILLNESS POLICY**

Students are required to refrain from engaging in clinical education when they are ill. The Ball State University Athletic Training Program Infectious Illness Policy (Appendix F) is designed to ensure the safety of the patient and protect the student. Upon admission into the program, all students are required to read and sign this policy. Students should communicate appropriately with faculty and preceptors if they are ill.

#### **CLINICAL EDUCATION ATTENDANCE EXPECTATIONS POLICY**

Students enrolled in the clinical education component (AT 670, AT 671, AT 673, AT 675, or AT 677) of the athletic training program are expected to demonstrate professional responsibility, consistent communication, and active participation in all assigned clinical experiences. Clinical education is an essential component of professional preparation and is required for successful progression within the program. All athletic training students must have at least 1 day of relief per calendar week (every 7 days). A clinical week is Monday through Sunday.

Students are responsible for:

- Attending all scheduled clinical education experiences as assigned.
- Completing all required clinical hours, competencies, and program expectations within designated timelines.
- Communicating promptly and professionally with their assigned preceptor and the Director of Clinical Education (DCE) regarding any absence, tardiness, or schedule concern.
- Adhering to all program, site, and institutional policies related to clinical participation.
- 

Failure to attend assigned clinical experiences without appropriate communication with the DCE and their preceptor is considered unprofessional conduct.

A student who is absent from clinical education experiences for an extended period of time, defined as one (1) consecutive week or longer, will be required to meet with the Director of Clinical Education for formal review of their clinical standing and professional conduct.

During this meeting, the following may be reviewed:

- Reason for the absence
- Communication and professionalism concerns
- Clinical progress and participation
- Impact on clinical competency development
- Plan for remediation or continuation in the program

Additional consequences may include corrective action plans, probationary status within clinical education, reassignment of clinical placement, or other actions deemed appropriate by the athletic training program in accordance with institutional and program policies.

### **FAILURE TO MEET MINIMUM CLINICAL ATTENDANCE**

Students are expected to fulfill all minimum clinical education requirements established by the athletic training program, including but not limited to:

- Required clinical hours
- Patient encounter expectations
- Clinical competencies and proficiencies
- Documentation requirements
- Professional behaviors and participation standards

Any student identified as not meeting minimum clinical education requirements will be required to meet with the Director of Clinical Education to review their progress and determine an appropriate corrective action plan. Failure to meet minimum clinical requirements may affect the overall grade in the registered clinical course (AT 670, AT 671, AT 673, AT 675, or AT 677).

The corrective action plan may include:

- Additional clinical assignments or remediation activities
- Increased faculty or preceptor monitoring
- Scheduled progress reviews
- Modified clinical expectations or timelines when appropriate
- Other programmatic actions necessary to support student success and compliance with accreditation standards

Failure to successfully complete the corrective action plan or continued failure to meet clinical education expectations may result in disciplinary action, delayed progression, or dismissal from the athletic training program in accordance with institutional policy.

### **CONFLICTS WITH CLINICAL EDUCATION**

The student's first academic responsibility is to attend all courses the student enrolls in each semester. Students may not voluntarily miss or be required to miss classes, especially athletic training courses, to engage in clinical education or for any other activity (e.g., job, extracurricular activity, etc.). Excused absences for these class sessions may only be granted by the instructor for the specific course. If there is a conflict between the

scheduled time of a required class and a clinical education experience, it must be resolved with the program director and/or director of clinical education, as well as the preceptor the student is assigned to, prior to the start of the clinical education experience. The student is required to communicate with the assigned preceptor ahead of time regarding the schedule for clinical education experiences.

The student's second academic responsibility is to attend all scheduled clinical education experiences. A clinical experience may not supersede a class session unless the instructor for the specific course has given the student an excused absence for the class session. The preceptor may not grant an excused absence for any course. The preceptor has the authority to determine excused absences from clinical education for assigned students (e.g., day(s) off, personal illness, family emergency).

Upon admission to the Ball State University Athletic Training Program, students will be required to engage in all clinical education experience courses as part of the graduate curriculum. Clinical education experiences are assigned based on the learning needs of the student as well as the requirements set forth by the program. Clinical education experiences occur outside of the schedule classroom times and include the application of knowledge and skills learned in the classroom to patients in a health care setting. Clinical education frequently involves mornings, afternoons, evenings, and weekends. It is the student's responsibility to engage in clinical education as assigned while meeting the number of clinical hours and patient encounters as outlined by the clinical education course syllabus (AT 670, AT 671, etc.) in which the student is enrolled. The occurrence of clinical education (e.g., days, hours, timing) will change based on the clinical education experience the student is in. If the student chooses to participate in extra-curricular activities (e.g., intramurals, performing arts, clubs), become a member of the military (e.g., active duty, reserve status, ROTC), or commit to part-time employment, the student does so knowing the clinical education requirements are the priority as a requirement of the Ball State University Athletic Training Program. Any other activities or commitments mentioned previously must not excessively conflict with clinical education. To the greatest extent possible, extra-curricular activities and outside commitments must be scheduled around clinical education.

Students are encouraged to work out their clinical education schedule with their preceptor prior to beginning the experience. However, due to unforeseen circumstances (e.g., weather conditions) the clinical education schedule may change unexpectedly. In that case, both the student and the preceptor need to be flexible and adapt to the circumstances as best as possible.

### **First Year Students**

Students in their first-year of the Master of Science in Athletic Training are not required to attend their assigned clinical education experience during university approved days off when class is not being held. Therefore, a student's evaluation, by their preceptor, will not negatively reflect the student not attending clinical education for that time period. These days will be communicated with the preceptor by the director of clinical education prior to the start of each semester.

In the event that a student would choose to forego the time off and attend clinical education, they must seek approval from their preceptor, in advance.

### **Second Year Students**

For students in their second-year in the Master of Science in Athletic Training, students are expected to treat immersive clinical experiences as they would a job and attend clinical experiences as scheduled. Students will be expected to be present at the clinical site during facility and event hours, weekends, and holidays as scheduled

by the preceptor. Therefore, any time off for the semester, should be mutually agreed upon, in advance, between the student and their preceptor.

### **STUDENT TRANSPORTATION TO CLINICAL SITES**

Students will be given the opportunity to gain clinical experience at a variety of locations, including on- and off-campus locations. In the case of off-campus clinical education experiences, students will be responsible for traveling to and from their primary clinical site at their expense. Ball State University will not provide the student with transportation to or housing at these sites, nor will the university or program pay for the student's expenses related to traveling to or housing at those sites. In some cases, the student's clinical education experience will relocate (e.g., for an athletic event) based on the schedule at that site. It is the responsibility of the student to travel to and from the designated site per the arrangements made with the student and preceptor.

Students will be responsible for any tickets, accidents, etc. they may incur while driving to these clinical sites. Therefore, students are highly encouraged to have insurance and to drive responsibly.

### **STUDENT TRAVEL TO CLINICAL SITES IN ADVERSE WEATHER**

In the event of bad weather or hazardous road conditions, each individual student must determine if they feel they can safely travel to the clinical education site. If a student determines it is unsafe, they need to inform their preceptor in as much of advance as possible. Students should not abuse this policy or tempt fate. In a nutshell, if the student feels they can arrive and return safely then they should. If the student is unsure of their safety then they should not drive. The student should ride with a safe driver or call the preceptor and inform them of the planned absence. It is the student's responsibility to reschedule the missed experience if possible. If the clinical education site is closed due to bad weather, the student is not required to attend the clinical education experience.

### **STUDENT TRANSPORTATION OF INJURED / ILL PATIENTS**

#### **First Year Students**

Under no circumstance should a student transport an injured/ill Ball State University patient in any vehicle for off-site emergency care, physician appointments, or any other reason. Preceptors should not ask or expect students to provide such services in their own, a preceptor's, or the institution's vehicle. The issues involved with such actions expose the student, preceptor, and institution to great potential liability. Just as it is the preceptor's responsibility to avoid placing students in such situations, it is also the student's responsibility to inform the program director or director of clinical education of any instance in which the student feels they were placed in a compromising situation. If the preceptor has made arrangements to transport an injured/ill patient for medical care or a physician appointment, and the student volunteers to accompany the preceptor and patient, the student must be cleared through Ball State University's Transportation Services in order to be covered from a liability standpoint to travel in a university vehicle. It is the preceptor's responsibility to seek clearance for the student. In this case, the student would count those hours towards clinical education.

#### **Second Year Students**

There may be some limited instances when it is appropriate and necessary for a student participating in an off-campus clinical immersion experience for the clinical site/preceptor to require authorization to drive a University vehicle. If that instance arises, the student and preceptor should contact the director of clinical education with the request and discuss the authorization process the student would follow to be approved at

that institution. The director of clinical education will then evaluate the request and contact BSU legal counsel and BSU Transportation services for clearance on the situation.

### **CLINICAL EDUCATION DRESS CODE POLICY**

In order to promote the professionalism that is required of health care professionals when providing patient care, the following dress code is in effect:

#### **A. General Appearance Information**

1. A name badge will be issued to each student and required to be worn at all times during clinical education. This helps differentiate athletic training students from professional staff.
2. Professional presentation as an athletic training student must occur at all times during clinical education experiences. Professional presentation includes appropriate attire, demeanor, and proper hygiene. Discretion should be used concerning make-up, tattoos, jewelry, and piercings.
3. When engaged in an off-campus clinical education experiences, discuss proper dress with the preceptor prior to engaging in clinical education. At a minimum, the policy set by the Ball State University Athletic Training Program applies at all clinical sites.
4. To ensure patient and student safety, the following jewelry items are not permitted to be worn during clinical education experiences: nose rings, eyebrow rings, tongue piercings, long necklaces, excessive finger rings and bracelets, and excessive ear piercings.
5. Personal hygiene requirements include the following: hair must be clean, out of the eyes, and unobtrusive while participating in clinical education experiences. Long hair should be tied back so as to not interfere with patient care. Hands and fingernails should be clean at all times, and fingernails must be at an appropriate length as to not harm patients or serve as a potential health hazard. Beards, mustaches, or goatees should be neatly trimmed beard and well maintained.
6. Appropriate attire must be worn at all times and may not reveal undergarments or body areas that would be considered inappropriate in a healthcare setting.

#### **B. Clothing Attire for Athletic Training Centers/Athletic Practices**

1. Collared Shirts/Polos:
  - a. Collared shirts (polo shirts) are required.
  - b. Collared shirts must be tucked in at all times.
  - c. Clothing should be of an appropriate color when representing Ball State University. This would include clothing worn under the required collared shirts or sweatshirts. Appropriate BSU colors include red, black, white, gray, or tan khaki.
  - d. When in clinical immersion, you may be required to wear clothing that represents that clinical site instead of Ball State apparel.
2. Pants/Shorts:
  - a. Pants/shorts should be of appropriate length (shorts should be fingertip length) and worn on or above the iliac crests. A belt is recommended.
  - b. Appropriately-colored (e.g., tan) dress pants/shorts are required
  - c. Black nylon pants are permitted during inclement weather only.
  - d. Ripped or patched clothing, rolled up pants, jeans or jean shorts, mesh shorts/pants, sweatpants, capri pants, or items of clothing where undergarments are exposed are not permitted.
3. Other Clothing Items:
  - a. Sweatshirts or jackets with the BSU Athletic Training logo are permitted when appropriate.

- b. Shoes, with appropriate socks, must be worn at all times. Shoes must be functional; open-toed shoes, such as sandals, flip-flops, etc. are not permitted. High-heeled shoes are not permitted. All footwear should comply with OSHA guidelines for healthcare facilities.
- c. Hats (with the bill forward) are only permitted for outdoor activities and must include a BSU logo and be in BSU colors. No hats are to be worn when inside athletic training facilities.
- d. In cold weather, the outer-most layer of sweatshirts or jackets must contain a BSU or Ball State Athletic Training logo in appropriate Ball State colors.
- e. Clothing that advertises other schools, alcohol, tobacco, or other drugs are not permitted.

#### C. Clothing Attire for Indoor/Outdoor Event Coverage

1. For outdoor events, clothing should be based on the above guidelines and coordinated between the athletic training staff and students. In the event of inclement weather, black, red, or gray nylon pants are allowed, as are coats, hats, and gloves that are functional.
2. For indoor events, business/business-casual dress is appropriate, including dress pants for women, and ties/dress pants for men. Dress should always be conservative so that the student is able to provide patient care to the best of his/her ability without exposing undergarments, distraction of hair or jewelry, etc. Socks (dress socks, nylons, in compliance with OSHA) should always be worn, and dress shoes should always be functional (closed-toe, no heels). Please talk with your preceptor for further guidance concerning appropriate dress for indoor events.
3. Travel attire should be consistent with the athletic training staff and should be professional.

### **CLINICAL EDUCATION STUDENT MISCONDUCT PROCEDURES**

In the event that students are conducting themselves inappropriately (e.g., violating dress code policy, making patient care decisions without discussing the situation with the preceptor, engaging in inappropriate conversations while in the presence of patients, students, staff, or others, displaying a poor attitude, etc.) while engaged in clinical education, the following procedures are to be followed:

1. Preceptor meets privately with the student to verbally discuss the behaviors that are inappropriate. The preceptor will discuss the facts surrounding the misbehaviors (dates, setting, patients/others involved, specific behaviors identified). The preceptor will give suggestions to the student regarding how the behaviors can be rectified.
2. If misconduct on behalf of the student continues, the preceptor will meet privately with the student to verbally discuss the behaviors that are inappropriate. The preceptor will document the facts surrounding the misbehaviors (dates, setting, patients/others involved, specific behaviors identified), and discuss these facts with the student. The preceptor and the student will both sign the document, indicating that the student has been informed of the facts surrounding the misconduct. The preceptor will forward the signed document to the director of clinical education, so that a record can be maintained in the student's file.
3. If the behaviors that are considered misconduct continue, the preceptor will document the facts surrounding the continued misbehaviors (dates, setting, patients/others involved, specific behaviors identified). The preceptor will inform the student that the behaviors are still present, and notify the student that further actions will need to be taken. At this time, the preceptor will initiate a formal meeting to discuss the situations and behaviors with the director of clinical education and/or program director. The purpose of this meeting is to discuss the documented instances of misconduct and the steps taken by the preceptor to correct the misconduct, the student reaction to feedback regarding the misconduct, and the remediation or disciplinary actions that may need to be taken to correct the misconduct.

4. The student will then be required to participate in a meeting with the preceptor, supervising staff athletic trainer (if the preceptor is a GA), the program director and/or director of clinical education. The meeting will again discuss the facts involved in the student misconduct, as well as inform the student of the disciplinary or remedial actions that will need to occur in order for the student to continue to be engaged in clinical education.

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

### **CLASSROOM, REMOTE LEARNING AND SOCIAL MEDIA GUIDELINES**

The following guidelines are related to conduct in the classroom, during remote learning, social media and electronic forms of communication (email, texting). Violations of these guidelines will be evaluated on a case-by-case basis. Depending on the magnitude of the infraction, a violation may be considered professional misconduct, resulting in either probation or dismissal from the program.

#### **Language and Etiquette for face-to-face and remote learning**

1. **Be courteous and respectful** to your classmates and your instructor. The [Ball State University Code of Student Rights and Responsibilities](#) grants instructors authority to maintain classroom discipline, including asking disruptive students to leave the classroom, and this includes the remote classroom.
  - 1.1 Maintain a formal, respectful, civil, professional tone with *all* course communications, including but not limited to blog posts, discussion boards, and emails. Remember, your instructor is your supervisor and your classmates are your colleagues.
  - 1.2 Use standard American English/medical terminology/common medical abbreviations at all times. This means no text-speak. [Medical acronyms/abbreviations](#) are appropriate, but please use standard terms.
  - 1.3 Avoid derogatory language, obscenity, and hate speech.
  - 1.4 Avoid the use of CAPS, as this indicates shouting.
  - 1.5 This does not mean everyone must agree. Debate and discourse are great for learning, as long as we can be respectful.
  - 1.6 Be on time and communicate absences or late arrivals to the instructor immediately.
2. Dress appropriately for the class and activities at hand. Remember you are representing our program and yourself as a healthcare professional.

#### **Remote Learning Etiquette**

1. Be respectful of everyone's time and be on time for online instruction and meetings.
  - 1.1 If you know you are going to be late, please communicate with your instructor and classmates.
  - 1.2 Consider showing up several minutes early, as technological issues happen. This will give everyone time to address those issues and not take away time from instructional time.

2. Dress appropriately. Your appearance should indicate you are prepared and ready to engage in conversation and discussion with your instructor and classmates.
3. Video should be on, unless the instructor indicates otherwise.
  - 3.1 Students should be seated. No laying down in bed, etc.
4. When you are not speaking, mute your microphone.
5. Avoid distracting environments (coffee shops, public outdoor areas, etc.), as these may distract others from online learning.

### **Social Media Guidelines**

1. Students should avoid social media interaction (e.g., Facebook, X, Instagram, SnapChat, TikTok, etc.) with student-athletes/patients. Current students are encouraged to “like” the Ball State Athletic Training Program’s Facebook page (@BallState.MSAT) and follow @ballstateat on Instagram, for current information/news related to the program.
2. Students should avoid social media/electronic forms of communication to discuss health-related issues with student-athletes or patients, particularly if the student is currently engaging in clinical education experiences that may result in interaction with that athlete or patient. This includes Facebook, Instagram, TikTok, email, texting, etc. (If the patient/athlete has a medical need, he/she should contact the AT or the appropriate health care professional, not the student).
3. Students should avoid any social media/electronic forms of communication with any athletes or patients who are minors. This includes Facebook, Twitter, Instagram, Snap Chat, email, and texting, etc.
4. Students should avoid taking any pictures or posting anything about the patients they are providing care to, or patients other students are providing care to, on any social media. This includes Facebook, TikTok, X, Instagram, SnapChat, email, and texting, etc. This is unprofessional and is a HIPAA violation.
5. Do NOT share any information regarding patient diagnosis, diagnostic imaging, injury-related information, or suggestions for injury care, etc. to any form of social media or electronic forms of communication.

### **ALCOHOL / DRUG USE POLICY**

As a student in a professional program for healthcare providers, it is important that you exercise sound judgment and understand the consequences associated with the misuse of alcohol and/or drugs. Some clinical education experiences require students to have a clean drug screen prior to engaging with patients, so all students must complete a drug screen prior to starting the first year of clinical education. Subsequent drug screens may be requested depending on where the student is placed for clinical education.

Students in the program are expected to abide by all state and federal regulations related to the use of drugs and alcohol. Furthermore, on and off campus violations of university policy and local and state laws related to alcohol and drugs will result in disciplinary action. A violation may be considered professional misconduct, resulting in either probation or dismissal from the program. Any student suspected of drug or alcohol /abuse prior to or during a clinical education experience will be immediately withdrawn from the experience and referred to the Counseling Center for evaluation.

Please refer to the [Office of Student Conduct](#) for more information regarding the university’s policies.

**SPORTS BETTING POLICY**

As a student in the athletic training program, sports betting/gambling is a dangerous endeavor. When students are engaging in clinical education experiences at an NCAA sanctioned clinical site, the student should not engage in sports betting at any NCAA level for any sport. The [NCAA's rule](#) on sports betting bans participation in sports betting activities and prohibits providing information to individuals involved in or associated with any type of sports betting activities at the intercollegiate, amateur, or professional competition.

When a student is engaged in clinical education and representing Ball State athletic training they should refrain from any sports betting and should not share any information with others that could be deemed influential in sports betting.

Some NCAA institutions will require students to go through formal training and sign the institution policy on sports betting prior to beginning their clinical experience. Student's must comply with the policies set forth by their clinical site.

**CLINICAL EDUCATION BLOODBORNE PATHOGENS POLICY AND EXPOSURE PROTOCOL**

The Ball State University Athletic Training Program requires students to receive formal education and re-training in the area of bloodborne pathogens and biohazardous guidelines on a yearly basis. This training is required prior to students engaging in clinical education experiences. To this end, the program has a written policy related to bloodborne pathogens and an exposure plan. These policies are designed to eliminate or minimize exposure to bloodborne pathogens, as well as define reporting and follow-up procedures in the case of an exposure incident. This plan is developed based on OSHA's (Occupational Safety and Health Administration) bloodborne pathogens standard. See Appendix H for the *Ball State University Athletic Training Program Bloodborne Pathogens Policy and Exposure Protocol*.

**THERAPEUTIC EQUIPMENT SAFETY POLICY**

The Ball State University Athletic Training Program requires that therapeutic equipment at all clinical sites is inspected, calibrated, and maintained according to the manufacturer's recommendations. This is required to safeguard the health of the patient and the safety of the student and clinician. Please see Appendix I for details regarding this policy.

**RADIATION EXPOSURE POLICY**

Potential radiation exposure may occur at clinical sites/facilities that have access to fluoroscopy, x-ray or other diagnostic imaging services. All clinical sites which may expose students to radiation must display and orient athletic training students to radiation protection and exposure plans. Site specific documents regarding radiation protection and exposure plans should be reviewed during the clinical orientation. All students should follow the instructions of their preceptor to minimize their exposure to radiation.

**BOARD OF CERTIFICATION EXAMINATION REQUIREMENTS**

The Board of Certification (BOC) provides a certification program for entry-level athletic trainers. The BOC establishes and regularly reviews both the standards for the practice of athletic training and the continuing education requirement for BOC certified athletic trainers. The BOC is the only accredited certification program for athletic trainers in the United States. For more information about the exam, visit [BOC website](#).

The purpose of the BOC exam is to assess candidates' knowledge in the five domains of athletic training as defined by the current [BOC Role Delineation/Practice Analysis](#):

- Risk Reduction, Wellness and Health Literacy
- Assessment, Evaluation, and Diagnosis
- Critical Incident Management
- Therapeutic Intervention
- Healthcare Administration and Professional Responsibility

The BOC certification exam contains a combination of 175 scored and unscored (experimental) items including: multiple-choice questions, stand-alone alternative items (drag-and-drop, text-based simulation, multi-select, hot spot, etc.), and focused testlets (scenarios followed by five key/critical questions related to that scenario). Candidates have four hours to complete the exam.

In order to attain BOC certification, distinguished by the ATC® credential, an individual must complete an entry-level athletic training program accredited by the Commission on Accreditation of Athletic Training Education (CAATE) and pass the BOC certification exam. Students who are enrolled and/or registered in their final semester/quarter prior to graduation are eligible to sit for the BOC exam. It is the goal of the BSU Athletic Training Program for all students to take and pass the BOC examination either prior to or upon graduation. BOC exam results for the program can be found on our [program website](#).

## **SCHOLARSHIPS AND FINANCIAL AID**

Scholarship opportunities are available through several organizations. The School of Kinesiology awards one graduate level scholarship each spring. Furthermore, the National Athletic Trainers' Association Foundation offers scholarships, primarily targeted to current students are in a professional program. Go to [NATA Foundation](#) for more information. The Indiana Athletic Trainers' Association also offers scholarships, and the deadline for this is March 1<sup>st</sup>. Go to [IATA website](#) for more information. You must be a NATA member prior to applying for a NATA or IATA scholarship. Links to scholarship information can also be found on the [BSU Athletic Training Costs and Scholarships](#) webpage.

Ball State University offers students financial aid packages and grants through the Scholarship and Financial Aid office. Prospective students should contact this office for information and assistance from financial aid counselors. Types of financial aid available include the following: grants, loans, scholarships, and fee remissions.

## Appendix A

### Ball State University Master of Science in Athletic Training Program Handbook Acknowledgement

I have reviewed a copy of the current *Ball State University Master of Science in Athletic Training Program Handbook* and understand that I am responsible for knowing and understanding the information contained within the handbook. I understand if I have a question about the policies in the handbook, it is my responsibility to seek clarification from the program director of the Ball State University MS in Athletic Training Program. I agree to abide by the written policies and procedures including:

- Academic and program retention requirements
- Clinical education policies, expectations, and professional conduct
- Infectious Disease Policy
- Bloodborne Pathogen Policy and Exposure Protocol

---

Student Name (Printed)

---

Date

---

Student Signature

**Ball State University**  
**Master of Science in Athletic Training Program**  
**Professional Conduct and Confidentiality Acknowledgement**  
**and Agreement**

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

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

\_\_\_\_\_  
Student Name (Printed)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

## Appendix B

### Ball State University Master of Science in Athletic Training Program Technical Standards

#### I. Overview

The MS in Athletic Training Program at Ball State University is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. 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 by the Athletic Training Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]).

#### II. Admission/Retention Requirements

The following abilities and expectations must be satisfied by all students admitted to the 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 or retained in the program. Compliance with the program's technical standards does not guarantee students eligibility for the Board of Certification exam.

Candidates for admission and retention in the Athletic Training Program must demonstrate:

- A. The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.
- B. 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 treatment of patients.
- C. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.
- D. The ability to record the physical examination results and a treatment plan clearly and accurately.
- E. The capacity to maintain composure and continue to function well during periods of high stress.
- F. The perseverance, diligence and commitment to complete the Athletic Training Program as outlined and sequenced.
- G. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
- H. Effective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

**III. Student and Health Care Provider Verification**

Candidates for selection to the Athletic Training Program will be required to verify they understand these technical standards. If a student or the program later identifies actual or potential mental, psychological, or physical difficulties in meeting the standards established for the program, the student, with assistance from the office of Disability Services, will use this information to determine if the student can meet the technical standards with reasonable accommodation; this review will take into account whether accommodation would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all course work and clinical education experiences deemed essential to graduation. The student must inform the program director of any changes in health status which may impact the ability to meet the technical standards.

**IV. Certification**

At the time of formal application to the professional phase of the program, the student will read and sign the following statement of understanding:

I certify that I have read and understand the technical standards listed above (section II) and recognize that they must be satisfied in this education program. If I need an adaptation or accommodation for this program based on a disability, I will make an appointment with the office of Disability Services for review of that request.

\_\_\_\_\_  
Signature of Applicant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Applicant Name (Printed)

**Physician Verification:**

The applicant can meet the general intent (e.g., orientation, clear speech, intact memory, and ability to reach heights ranging from the head of someone sitting down to the floor for purposes of examining a patient) of the technical standards, with or without accommodations:

\_\_\_\_\_  
Signature of Physician

\_\_\_\_\_  
Date

\_\_\_\_\_  
Physician Name (Printed)

## Appendix C

### National Athletic Trainers' Association

#### Code of Ethics

(Revised May 2022)

#### 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.

The National Athletic Trainers' Association respects and values diversity amongst its members and patients served. Our members work respectfully and effectively with diverse patient populations in varied healthcare environments. The NATA prohibits discrimination based on race, ethnicity, color, national origin, citizenship status, religion (creed), sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, military status, family/parental status, income and socioeconomic status, political beliefs, or reprisal or retaliation for prior civil rights activity, or other unlawful basis, in any program or activity conducted or funded by the NATA (VATA, 2020).

Important Professional Values (PV) shared by the NATA membership include: 1) Caring & Compassion, 2) Integrity, 3) Respect, 4) Competence, and 5) Accountability. These shared PV underpin the NATA Code of Ethics, motivate honorable interpersonal behaviors, and conduct in member's interactions with all persons.

The Appendix to the Code of Ethics reveals a definition and sample behaviors for each shared PV.

***PRINCIPLE 1. IN THE ROLE OF AN ATHLETIC TRAINER, MEMBERS SHALL PRACTICE WITH COMPASSION, RESPECTING THE RIGHTS, WELL-BEING, AND DIGNITY OF OTHERS***

*(PRINCIPLE 1 is associated with the PV of Respect, Caring & Compassion, and Competence.)*

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

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

*(PRINCIPLE 2 is associated with the PV of Accountability.)*

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

**PRINCIPLE 3. MEMBERS SHALL MAINTAIN AND PROMOTE HIGH STANDARDS IN THEIR PROVISION OF SERVICES**  
*(PRINCIPLE 3 is associated with the PV of Caring & Compassion, Accountability.)*

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

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

*(PRINCIPLE 4 is associated with the PV of Respect.)*

- 4.1. Members should conduct themselves personally and professionally in a manner, that reflects the shared professional values, that does not compromise their professional responsibilities or the practice of athletic training.
- 4.2. All NATA members, whether current or past, shall not use the NATA logo or AT logo in the endorsement of products or services, or exploit their affiliation with the NATA in a manner that reflects badly upon the profession.
- 4.3. Members shall not place financial gain above the patient's well-being and shall not participate in any arrangement that exploits the patient.

- 4.4. Members shall not, through direct or indirect means, use information obtained in the course of the practice of athletic training to try and influence the score or outcome of an athletic event, or attempt to induce financial gain through gambling.
- 4.5. Members shall not provide or publish false or misleading information, photography, or any other communications in any media format, including on any social media platform, related to athletic training that negatively reflects the profession, other members of the NATA, NATA officers, and the NATA office.

**Appendix to NATA Code of Ethics**

**Athletic Training's Shared Professional Values**

*Established from research conducted by the NATA Professional Responsibility in Athletic Training Committee in 2020, the following are the five shared professional values of athletic training.*

**Caring & Compassion** is an intense concern and desire to help improve the welfare of another.

Sample behaviors include:

- 1) Listening for understanding and a readiness to help.
- 2) Focusing on achieving the greatest well-being and the highest potential for others.
- 3) Spending the time needed to provide quality care.

**Integrity** is a commitment that is internally motivated by an unyielding desire to do what is honest and right.

Sample behaviors include:

- 1) Providing truthful, accurate and relevant information.
- 2) Abiding by the rules, regulations, laws and standards of the profession.
- 3) Using applicable professional standards and established policies and procedures when taking action or making decisions.

**Respect** is the act of imparting genuine and unconditional appreciation and value for all persons.

Sample behaviors include:

- 1) Engaging in active listening when communicating with others.
- 2) Acknowledging and expressing concern for others and their well-being.
- 3) Acting in light of the belief that the person has value.

**Competence** is the ability to perform a task effectively with desirable outcomes.

Sample behaviors include:

- 1) Thinking critically, demonstrating ethical sensitivity, committing to evidence-based practice, delivering quality skills and effective collaboration.
- 2) Making sound decisions while demonstrating integrity.
- 3) Ongoing continuous quality assessment and improvement.

**Accountability** is a willingness to be responsible for and answerable to one's own actions.

Sample behaviors include:

- 1) Acknowledging and accepting the consequences of one's own actions.
- 2) Adhering to laws, codes, practice acts and standards that govern professional practice.
- 3) Assuming responsibility for learning and change.

## Appendix D

### Board of Certification Standards of Professional Practice (Version 3.5 Implemented January 2024)

#### INTRODUCTION

##### BOC COMMITMENT

**Our Responsibility:** In line with our responsibility of public protection, the BOC is dedicated to inclusion, diversity, equity and advocacy.

**Our Goal:** Our ultimate mission is to protect the public - a serious responsibility. The population includes everyone and all its diversity. The BOC must be diligently aware, equitable and inclusive to provide protection to our constituents.

#### STANDARDS OF PROFESSIONAL PRACTICE

The “BOC Standards of Professional Practice” are reviewed by the Board of Certification, Inc. (BOC) Standards Committee and recommendations are provided to the BOC Board of Directors. The BOC Standards Committee is comprised of Athletic Trainer and/or public members. The BOC Board of Directors includes six Athletic Trainer Directors, one Physician Director, one Public Director and one Corporate/ Educational Director.

The Practice Standards and Code of Professional Responsibility defined in this document have been constructed in alignment with the BOC’s mission, vision, values and the BOC’s commitment to inclusion, diversity, equity, and advocacy outlined above.

The “BOC Standards of Professional Practice” consists of two sections:

- I. Practice Standards
- II. Code of Professional Responsibility

#### GLOSSARY

**Culturally Congruent Practice** is patient centered care; a dynamic interaction in which patient and family preferences are skillfully addressed by being inclusive of cultural values, beliefs, influences, worldview, and practices.

**Worldview** is a collection of attitudes, values, stories and expectations about the world around all of us, which informs our every thought and action.

#### I. PRACTICE STANDARDS

##### Preamble

The primary purpose of the Practice Standards is to establish essential duties and obligations imposed by virtue of holding the ATC® credential. Compliance with the Practice Standards is mandatory.

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

**Standard 1: Direction**

The Athletic Trainer renders service or treatment under the direction of, or in collaboration with a physician, in accordance with their training and the state’s statutes, rules and regulations.

**Standard 2: Prevention**

The Athletic Trainer implements measures to prevent and/or mitigate injury, illness and long-term disability.

**Standard 3: Immediate Care**

The Athletic Trainer provides care procedures used in acute and/or emergency situations, independent of setting.

**Standard 4: Examination, Assessment and Diagnosis**

The Athletic Trainer utilizes patient history and appropriate physical examination procedures to determine the patient’s impairments, diagnosis, level of function and disposition.

**Standard 5: Therapeutic Intervention**

The Athletic Trainer determines appropriate treatment, rehabilitation and/or reconditioning strategies. Intervention program objectives include long and short-term goals and an appraisal of those which the patient can realistically be expected to achieve from the program. Appropriate patient-centered outcomes assessments are utilized to document efficacy of interventions.

**Standard 6: Program Discontinuation**

The Athletic Trainer may recommend discontinuation of the intervention program at such time the patient has received optimal benefit of the program. A final assessment of the patients’ status is included in the discharge note.

**Standard 7: Organization and Administration**

The Athletic Trainer documents all procedures and services in accordance with local, state and federal laws, rules and guidelines.

**STANDARD 8: CULTURALLY CONGRUENT PRACTICE**

The Athletic Trainer practices patient centered care that is aligned with the cultural values, beliefs, worldview, and practices of the patient and other stakeholders.

**II. CODE OF PROFESSIONAL RESPONSIBILITY**

Preamble

The Code of Professional Responsibility (Code) mandates that BOC credential holders and applicants act in a professionally responsible manner in all athletic training services and activities. The BOC requires all Athletic Trainers and applicants to comply with the Code. The BOC may discipline, revoke or take other action with regard to the application or certification of an individual that does not adhere to the Code. The Professional Practice and Discipline Guidelines and Procedures may be accessed via the [BOC website](#).

**Code 1: Patient Care Responsibilities**

The Athletic Trainer, specialist or applicant:

- 1.1 Renders quality patient care regardless of the patient’s age, gender, race, religion, disability, sexual orientation, or any other characteristic protected by law
- 1.2 Protects the patient from undue harm and acts always in the patient’s best interests and is an advocate for the patient’s welfare, including taking appropriate action to protect patients from healthcare providers or athletic training students who are, impaired or engaged in illegal or unethical practice

- 1.3 Demonstrates sound clinical judgment that is based upon current knowledge, evidence-based guidelines and the thoughtful and safe application of resources, treatments and therapies
- 1.4 Communicates effectively and truthfully with patients and other persons involved in the patient's program, while maintaining privacy and confidentiality of patient information in accordance with applicable law
  - 1.4.1 Demonstrates respect for cultural diversity and understanding of the impact of cultural and religious values
- 1.5 Develops and maintains a relationship of trust and confidence with the patient and/or the parent/guardian of a minor patient and does not exploit the relationship for personal or financial gain
- 1.6 Does not engage in intimate or sexual activity with a patient and/or the parent/guardian of a minor patient
- 1.7 Informs the patient and/or the parent/guardian of a minor patient of any risks involved in the treatment plan
  - 1.7.1 Does not make unsupported claims about the safety or efficacy of treatment
- 1.8 Does not practice athletic training, or otherwise render patient care, while under the influence of alcohol, drugs, or any other substance that may or is likely to impair the Athletic Trainer's ability to render quality, skilled care to the patient.

**Code 2: Competency**

The Athletic Trainer, specialist or applicant:

- 2.1 Engages in lifelong, professional and continuing educational activities to promote continued competence
- 2.2 Complies with the most current BOC recertification policies and requirements

**Code 3: Professional Responsibility**

The Athletic Trainer, specialist or applicant:

- 3.1 Practices in accordance with the most current BOC Practice Standards
- 3.2 Practices in accordance with applicable local, state and/or federal rules, requirements, regulations and/or laws related to the practice of athletic training including, without limitation, applicable state licensing and ethical requirements
- 3.3 Practices in collaboration and cooperation with others involved in a patient's care when warranted: respecting the expertise and medico-legal responsibility of all parties
- 3.4 Provides athletic training services only when there is a reasonable expectation that an individual will benefit from such services
- 3.5 Does not misrepresent in any manner, either directly or indirectly, their skills, training, professional credentials, identity or services or the skills, training, credentials, identity or services of athletic training
  - 3.5.1 Provides only those services for which they are prepared and permitted to perform by applicable local, state and/or federal rules, requirements, regulations and/or laws related to the practice of athletic training
- 3.6 Does not guarantee the results of any athletic training service
- 3.7 Complies with all BOC exam eligibility requirements
- 3.8 Ensures that any information provided to the BOC in connection with exam eligibility, certification recertification or reinstatement including but not limited to, exam applications, reinstatement applications or continuing education forms, is accurate and truthful
- 3.9 Does not possess, use, copy, access, distribute or discuss certification exams, self-assessment and practice exams, score reports, answer sheets, certificates, certificant or applicant files, documents or other materials without proper authorization
- 3.10 Takes no action that leads, or may lead, to the conviction, plea of guilty or plea of nolo contendere (no contest) to any felony or to a misdemeanor related to public health, patient care, athletics or education; this includes, but is not limited to: rape; sexual abuse or misconduct; actual or threatened use of violence; the prohibited sale or distribution of controlled substances, or the possession with intent to

distribute controlled substances; or improper influence of the outcome or score of an athletic contest or event

- 3.11 Reports any suspected or known violation of applicable local, state and/or federal rules, requirements, regulations and/or laws by him/herself and/or by another Athletic Trainer that is related to the practice of athletic training
- 3.12 Reports any criminal convictions (with the exception of misdemeanor traffic offenses or traffic ordinance violations that do not involve the use of alcohol or drugs) and/or professional suspension, discipline or sanction received by him/herself or by another Athletic Trainer that is related to athletic training
- 3.13 Complies with applicable local, state and/or federal rules, requirements, regulations and/or laws related to mandatory reporting when identified as a “mandatory reporter” or “responsible employee”.
- 3.14 Cooperates with BOC investigations into alleged illegal or unethical activities. Cooperation includes, but is not limited to, providing candid, honest and timely responses to requests for information
- 3.15 Complies with all confidentiality and disclosure requirements of the BOC and existing law
- 3.16 Does not endorse or advertise products or services with the use of, or by reference to, the BOC name without proper authorization
- 3.17 Complies with all conditions and requirements arising from certification restrictions or disciplinary actions taken by the BOC, including, but not limited to, conditions and requirements contained in decision letters and consent agreements entered into pursuant to Section 4 of the *BOC Professional Practice and Discipline Guidelines and Procedures*.
- 3.18 Fulfills financial obligations for all BOC billable goods and services provided.

#### **Code 4: Research**

The Athletic Trainer, specialist or applicant who engages in research:

- 4.1 Conducts research according to accepted ethical research and reporting standards established by public law, institutional procedures and/or the health professions
- 4.2 Protects the human rights and well-being of research participants
- 4.3 Conducts research activities intended to improve knowledge, practice, education, outcomes and/or public policy relative to the organization and administration of health systems and/or healthcare delivery

#### **Code 5: Social Responsibility**

The Athletic Trainer, specialist or applicant:

- 5.1 Strives to serve the profession and the community in a manner that benefits society at large
- 5.2 Advocates for appropriate health care to address societal health needs and goals

#### **Code 6: Business Practices**

The Athletic Trainer, specialist or applicant:

- 6.1 Does not participate in deceptive or fraudulent business practices
- 6.2 Seeks remuneration only for those services rendered or supervised by an AT; does not charge for services not rendered
  - 6.2.1 Provides documentation to support recorded charges
  - 6.2.2 Ensures all fees are commensurate with services rendered
- 6.3 Maintains adequate and customary professional liability insurance
- 6.4 Acknowledges and mitigates conflicts of interest

## Appendix E

### INFORMED CONSENT, ACKNOWLEDGMENT OF RISKS, AND RELEASE OF LIABILITY (BALL STATE UNIVERSITY SCHOOL OF KINESIOLOGY - ATHLETIC TRAINING)

#### Clinical Experience Overview

I, \_\_\_\_\_, affirm that I have read the Ball State University Master of Science in Athletic Training Program Handbook and understand the nature of athletic training clinical experiences involving engagement in on-site, in-person activities, as well as remote telemedicine encounters within the umbrella of the athletic training or related professional field.

I understand that Ball State maintains affiliation agreements with organizations/agencies to allow athletic training students to gain clinical education experiences. I further understand that these agreements require that Ball State and its students maintain compliance with site policies, such as the NATA Code of Ethics and BOC Standards of Practice, and certain health requirements such as immunization requirements, drug screens, and criminal background check requirements.

I acknowledge that engaging in clinical experiences may require a degree of skill and knowledge different from other activities and that I have unique responsibilities as a participant in such experience(s). I acknowledge that the Ball State Master of Science in Athletic Training Program has made itself available to more fully explain to me the nature of clinical experiences and the inherent risks, hazards, and dangers associated therewith.

My initials next to each of the following items and my signature on this document signify that: (i) I have read and understand each item; (ii) any questions I may have had have been answered to my satisfaction; and (iii) I will abide by all policies and procedures of the School of Kinesiology and the clinical site at all times while I am enrolled in the Master of Science in Athletic Training Program.

#### Professionalism

\_\_\_\_\_ I understand I must follow all policies and procedures established by Ball State University and the Master of Science in Athletic Training Program. These policies include, but are not limited to, policies set forth in course syllabi, the Master of Science in Athletic Training Program Handbook, the Ball State University Code of Student Rights and Responsibilities, NATA Code of Ethics, and the BOC Standards of Practice.

\_\_\_\_\_ I understand that when I participate in a clinical experience, I represent the School of Kinesiology and Ball State University and will demonstrate professionalism at all times.

\_\_\_\_\_ I agree to maintain the confidentiality and privacy of patients and clients, including, without limitation, abiding by all requirements of the Health Insurance Portability and Accountability Act (HIPAA) and regulations promulgated thereunder, and abiding by the privacy and security policies of the internship site at which I am assigned. I understand that this precludes, among other things, discussing, messaging, emailing, posting photos,

or in any way communicating or sharing information with anyone on any social networking site or otherwise, relating to any clinical experiences in which I participate.

\_\_\_\_\_ I understand I will be required to provide my own transportation to and from the clinical sites. I understand that it is unlikely I will be compensated for engaging in the clinical experience, and further understand that I will be responsible for paying for parking, meals, and other expenses at the site.

### **Acknowledgement of Risk (Health and Safety)**

\_\_\_\_\_ I acknowledge that there are certain risks inherent in my participation in the clinical experience, including, but not limited to, risks arising from: (i) driving to and from the clinical site, or while in the course of clinical experience; (ii) unpredictable or violent behavior of certain patient populations served by the clinical experience site; and (iii) exposure to infectious diseases, including tuberculosis, bacteria, airborne pathogens, viruses (e.g., COVID-19), and hepatitis, HIV or other bloodborne pathogens.

\_\_\_\_\_ I acknowledge that all risks cannot be prevented and could result in illness and/or bodily injury, up to and including death, and I agree to assume those risks. I agree that it is my responsibility to understand and follow the clinical site's policies and procedures designed to identify and control risks, including safety and security procedures and bloodborne pathogen policies, and to obtain any immunizations which the clinical site may recommend or require. I represent that I am otherwise capable, with or without accommodation, to participate in a clinical experience.

\_\_\_\_\_ Should I require emergency medical treatment as a result of accident or illness arising during the clinical experience, I consent to such treatment. I acknowledge that Ball State University does not provide health or accident insurance for clinical experience participants, and I agree to be financially responsible for any medical bills incurred as a result of emergency or other medical treatments.

\_\_\_\_\_ I understand that the School of Kinesiology requires that I inform the Athletic Training Program Director or Director of Clinical Education of any medical condition I have that could impact my ability to perform the requirements of a clinical experience. I have been informed and understand that certain health conditions may increase my health risk in relation to my involvement with patients who have bacterial and viral diseases. I understand that some vaccinations are contraindicated or have decreased effectiveness in immunosuppressed conditions. I agree to seek sound medical advice in connection with any changes in my health status.

\_\_\_\_\_ I agree to inform the School of Kinesiology of any medical condition or learning disability which may result in my need for course adaptations or accommodations, and I further agree to cooperate fully with the accommodation review process through the Office of Disability Services.

\_\_\_\_\_ I certify that I will follow safe practices as set by: (i) applicable local, state and federal governments; (ii) Ball State University; (iii) the School of Kinesiology; and (iv) the clinical experience site.

\_\_\_\_\_ I acknowledge that participation in the clinical experience site is voluntary, no one is forcing me to participate at such site, and I elect to participate at such site in spite of and with full knowledge of the inherent risks. I understand that in the event I believe continued participation at a clinical experience site poses a risk to my health and/or safety, I may cease participation at such site. I further understand, however, that a decision to

terminate participation in a clinical experience may delay my progression in the Master of Science in Athletic Training Program, and potentially delay my graduation.

\_\_\_\_\_ I understand I am not automatically enrolled in any health insurance plan by reason of being enrolled as a student at Ball State. I further understand working in a clinical experience setting may expose me to a risk of injury in connection with patient care and being in the immediate vicinity of potentially ill patients. I further understand that costs associated with any incident at a clinical experience site shall be and remain my responsibility.

\_\_\_\_\_ I understand that Ball State provides professional liability insurance coverage while I am an enrolled student engaged in clinical experiences which are part of the Master of Science in Athletic Training Program. I further understand that such insurance covers students only in their capacity as students within the School of Kinesiology, and does not cover students during personal work, volunteer work outside of the Master of Science in Athletic Training Program, self-employment, or other activities outside of the Master of Science in Athletic Training Program.

### **Health Clearance and Criminal Background Checks**

\_\_\_\_\_ I understand that I must submit verification of the technical standards and immunizations required by the Master of Science in Athletic Training Program prior to participating in clinical experiences. I further understand that, as evidence that I have had immunizations, I must submit documentation as required by the Master of Science in Athletic Training Program by any deadline established by the director of clinical education.

\_\_\_\_\_ I understand that I must submit to any additional health verifications or immunizations required by a clinical experience site prior to participating in the clinical experience. I further understand that, as evidence that I have had the required verifications and immunizations, I must submit documentation as required by the clinical experience site by any deadline established by the clinical experience site.

\_\_\_\_\_ I understand that I must submit to and pay all fees and costs related to any state and federal criminal background checks and drug screenings that the School of Kinesiology and/or clinical experience site requires annually or otherwise. I understand that unsatisfactory results from any required criminal history check or drug screening may result in dismissal or suspension from Ball State or failure to be approved for required clinical experiences, and as such may result in my inability to progress through the Athletic Training Program.

\_\_\_\_\_ I understand and agree that a copy of positive results of a drug screen may be shared with the appropriate School of Kinesiology personnel as well as the following Ball State University offices: Admissions Office, Student Rights and Community Standards, and Executive Director University Compliance. I understand the results may also be shared with the appropriate representatives of any clinical experience site to which I am assigned.

\_\_\_\_\_ I understand that if my name is on the Indiana Sex and Violent Offender Directory or any other State or National Sex and/or Violent Offender Directory, or if I am required to register on any State or National Sex and/or Violent Offender Directory, the School of Kinesiology may deny registration in the clinical experience course.

\_\_\_\_\_ I understand that clinical experience sites may require documentation from me or Ball State University that: (i) provides proof that I have completed required health clearance checks or background checks referenced above; (ii) provides information regarding any disciplinary case that may be initiated against me by Ball State University; (iii) includes my personally identifiable information, such as date of birth, Social Security number, address, etc.; and/or (iv) includes health records or other records that are a requirement for clinical experience assignment and submission to third-party vendors. I understand that such records may be "Education Records" under the Family Educational Rights and Privacy Act ("FERPA") and, with that understanding, specifically agree to allow Ball State University to provide to any clinical experience site at which I am assigned (or a candidate to be assigned) any and all such information and documentation then in the possession of Ball State.

\_\_\_\_\_ I release Ball State University, its Board of Trustees, employees, officers, directors, and agents from any and all claims, causes of action, liability, damages, and costs in connection with or related to my participation in an internship or Ball State's release of any information as described herein. I may revoke this consent to release information at any time by providing written notice of such revocation to the School of Kinesiology. I understand that revocation of this consent may result in my ineligibility to enroll in and/or continue in any internship.

By signing or electronically signing below, I verify that: (i) I have read and understand both this document and the Master of Science in Athletic Training Program Handbook; (ii) any questions I may have had have been answered to my satisfaction; and (iii) I agree to abide by all policies and procedures of Ball State University, the Ball State Athletic Training Program, and the clinical experience site.

SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

PRINTED NAME: \_\_\_\_\_

## Appendix F

### Ball State University Master of Science in Athletic Training Program Infectious Disease Policy

Athletic training students have a small but real health risk during their clinical education experiences. They frequently come into contact with patients who are ill with potentially infectious diseases, and they often are required to tape or bandage wounds that present the potential for contact with blood borne pathogens. In addition, athletic training students who are ill with an infectious disease may present a health risk to patients. The Ball State University Athletic Training Program aspires to prevent disease exposure to staff, athletic training students, and patients.

Athletic training students must use universal precautions to limit the exposure to blood borne pathogens. OSHA blood borne pathogen training (or other acceptable training) for medical workers will be conducted annually for athletic training students prior to students engaging in clinical education in the fall. Institutional and program infection control policies will also be reviewed at this time.

The Center for Disease Control (CDC) provides specific [guidelines for reporting communicable and infectious disease](#). These guidelines are designed to provide for the uniform reporting of diseases of public health importance within the community, in order that appropriate control measures may be instituted to interrupt the transmission of disease and will be followed by the BSU Athletic Training Program.

Athletic training students must realize that ill health care workers present some risk to the patients they treat and with whom they come in contact. To limit this risk, the following steps will be followed:

1. Students are required to use proper hand washing techniques and practice good hygiene at all times. Hand washing should occur after contact with each patient. Additionally, hand washing is encouraged at all times when in contact with a patient or not. In the absence of immediate hand washing with soap and water, antibacterial hand sanitizer, that contains at least 60% alcohol, may be used. Hand washing with soap and water should occur as soon as possible, however.
2. If an athletic training student is ill, the student will be examined by a physician (or other licensed health care provider) of his/her choice. The physician will determine the appropriate treatment and the amount of time the student will be absent (if applicable) from class and clinical education experiences.
3. If it is determined that the athletic training student may have a potentially infectious disease, he/she will be asked to communicate that information to their preceptor and the Director of Clinical Education before their next scheduled clinical education experience.
4. The Director of Clinical Education, in consultation with the program's Medical Director, will determine if the athletic training student requires further physician (or other related licensed health care provider) consultation/examination before he/she returns to clinical education experiences. The physician may schedule an examination, bar the athletic training student from reporting to their clinical setting, or permit the athletic training student to report back to their clinical setting.
5. Preceptors may require that an athletic training student who appears ill, be examined by either a physician (or other licensed health care provider) of the athletic training students' choosing.
6. A physician (or licensed health care provider) must examine an athletic training student who misses any clinical education experience due to infectious illness before they are allowed to resume the clinical experience.

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Signature of Student

Date

## Appendix G

### **College of Health COVID-19 Vaccination Information Form for Students and Faculty**

As part of the degree requirements for select College of Health programs, students must complete certain clinical placements with outside health care agencies, with some placements to be supervised by a Ball State University College of Health clinical faculty member. Each health care agency applies its own criteria regarding eligibility for such placement. While Ball State University and the College of Health have not adopted a requirement that students and faculty be vaccinated against COVID-19 and provide proof thereof, several of the clinical placement sites that the College of Health partners with are requiring that students and faculty have the COVID-19 vaccination in order to be eligible for assignment to the clinical facility. Clinical facilities may allow an exemption from the COVID-19 vaccination requirement for documented medical reasons or religious objections. At the discretion of each clinical facility, the facility may deny assignment eligibility to students and faculty who have not received the COVID-19 vaccination and do not meet the site's recognized exemptions, if any.

In the event a clinical facility approves a College of Health student or faculty member who has not received the COVID-19 vaccination but qualifies for eligibility with a documented exemption, the facility may impose certain restrictions on the student or faculty member, such as limiting access to certain areas within the clinical site and requiring the student or faculty member to wear a mask at all times while within the clinical placement site. Additionally, all students and faculty members participating in a clinical placement will be required to comply with any COVID-19 requirements of the assigned clinical placement site, including but not limited to testing and mask requirements.

Each College of Health student and faculty member who will be participating in a clinical placement that has a mandatory vaccination requirement during the 2023-2024 academic year is required to complete this form. The College of Health is required to provide this information to clinical placement sites upon request.

**TO BE COMPLETED BY ALL COLLEGE OF HEALTH STUDENTS AND CLINICAL FACULTY THAT WILL BE PARTICIPATING IN A CLINICAL PLACEMENT WITH AN OUTSIDE HEALTH CARE AGENCY THAT HAS A MANDATORY VACCINATION REQUIREMENT:**

*(Initial one (1) of the following clauses that describes your situation.)*

\_\_\_\_\_ I have received the COVID-19 vaccination. (Attach certification from the Health Department in the State you received the vaccination. \*COVID-19 vaccination card cannot be used as documentation.)

\_\_\_\_\_ I have not received the COVID-19 vaccination due to a medical reason. (Attach health care provider statement)

\_\_\_\_\_ I have not received the COVID-19 vaccination due to a religious objection. (Attach student/faculty statement explaining religious belief and how it relates to the student's/faculty member's receipt of the COVID-19 vaccination)

\_\_\_\_\_ I have not received the COVID-19 vaccination and do not have a recognized exemption from the vaccination requirement. If I am a College of Health student, I understand that I may be ineligible for clinical assignment at an outside health care agency, and that my inability to obtain or complete the required clinical assignment(s) may prevent me from completing my degree requirements from my College of Health program.

By signing this form, I hereby declare and acknowledge that I have read and fully understand the information on this College of Health COVID-19 Vaccination Information Form. In addition, I consent to the College of Health sharing information related to my vaccination status with my assigned clinical assignment site(s) should such information be requested.

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Full BSU ID Number (no dashes)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## Appendix H

### Ball State University Master of Science in Athletic Training Program Bloodborne Pathogen Policy and Exposure Protocol

#### Part I: Blood Borne Pathogen Policy

The Ball State University Athletic Training Program's Bloodborne Pathogen Policy is intended to prevent transmission of bloodborne diseases within the clinical education environment. This policy is developed from and is in alignment with [Ball State University's Environmental Health and Safety Office Bloodborne Pathogen Exposure Control Plan](#).

Training and education will be provided on a yearly basis for all students prior to beginning clinical or directed observation experiences. The training, as well as the guidelines/policies below, is based off of the Occupational Safety and Health Administration (OSHA) bloodborne pathogens standard. All students are required to utilize electronic resources (power point, video presentation) to review the material prior to taking an online quiz. Students must earn 80% or better on the quiz before engaging in clinical education experiences. Documentation of training is maintained electronically.

All students admitted into the Professional Phase of the program are required to obtain the Hepatitis B vaccination, if not already vaccinated. The University Health Center will provide, at the student's expense, Hepatitis B vaccinations. The vaccine is given by injection on three separate dates. Usually, the first two are given 1 month apart, and the third dose is administered 5 months after the second. After these three doses, the Hepatitis B vaccine is 85-95% effective in preventing Hepatitis B infection in those who receive the vaccinations.

#### **Be aware of the following bloodborne pathogen guidelines when engaging in clinical education:**

- The most serious infections spread through blood and body fluids are Hepatitis B (HBV), Hepatitis C (HCV) and Human Immunodeficiency Virus (HIV; the virus that causes AIDS). Hepatitis B vaccine will protect you from contracting Hepatitis B. There is no known vaccine for HCV or HIV.
- These infections are caused by exposure to blood or other body fluids.
- The most common exposure for athletic training students is treating bleeding and/or open wounds without protective barriers.
- The use of personal protective equipment (PPE), such as gloves, gowns, masks, and protective eyewear, is the best way to avoid exposure to bloodborne pathogens.
- Immediately and thoroughly wash hands and other skin surfaces that are contaminated with blood, body fluids containing visible blood, or other body fluids to which universal precautions apply. Use antibacterial sanitizer if hand washing is not available.
- Clinical education sites (e.g., athletic training facilities) have various PPE and other engineering controls available for student use such as: Gloves, masks, protective eyewear, gowns, gauze pads, biohazard bags, sharps containers, biohazard containers, absorbent materials, and approved disinfectant/cleaning supplies.
- Disposable articles contaminated with blood or other body fluids should be placed in a suitable biohazard container for storage. Tables and other surfaces should be washed immediately with an appropriate disinfectant.
- All sharp objects such as scalpel blades and razor blades should be disposed of in the designated disposal containers (sharp's container/box).
- Bloodborne Pathogen Guidelines and Exposure Protocols are posted in clinical education sites (e.g., athletic training facilities) as appropriate. These procedures must be strictly followed.

Universal Precautions: Procedures for Handling Spilled Blood and Body Fluids

1. Apply disposable gloves.
2. Use paper towel or other absorbent material to absorb spill.
3. Place used towel/absorbent material in biohazard container or leak-proof plastic bag.
4. Flood area with 1:9 bleach solution, alcohol or sanitary absorbent agent, or other approved cleaning solution.
5. Clean area with paper towels, vacuum (dry or wet), or broom and dustpan.
6. Place used towel, vacuum cleaner bag, or waste in a biohazard container or a leak proof plastic bag.
7. Remove gloves properly (pull inside out).
8. Place gloves in biohazard container or biohazard bag and tie.
9. Wash hands with soap and water for 15 seconds or use antibacterial sanitizer if hand washing is not available.

Wound Care Procedures

1. Wash hands with soap and water for 15 seconds or use antibacterial sanitizer if hand washing is not available.
2. Apply gloves, inspect for rips or holes.
3. Place sterile gauze pad over wound; apply direct pressure to control bleeding.
4. Elevate wound site above heart level 5-10 minutes.
5. Clean wound with approved cleaner; use a circular outward spiral pattern to remove debris/bacteria.
6. Apply appropriate wound dressing/closure (e.g., Band-Aid, non-adherent pad, Steri-Strips). Ensure dressing is securely applied.
7. Dispose of all contaminated materials in a biohazard container.
8. Wash work surface with approved cleaner.
9. Remove gloves - pull inside out.
10. Wash hands with soap and water for 15 seconds or use antibacterial sanitizer if hand washing is not available.

**Part II: Bloodborne Pathogen Exposure Protocol**

Upon exposure to blood borne 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. 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
2. Inform clinical site preceptor and complete **Bloodborne Pathogen Exposure Incident Form** and/or any other necessary documentation for that clinical site.
3. Contact the Head Athletic Trainer and Director of Clinical Education as soon as possible but no longer than 24 hours after exposure.
  - a. The Director of Clinical Education must contact BSU's Environmental Health and Safety Office at 765-285-2825 either the same or next business day to report the exposure.
4. Determine (through your medical records) your Hepatitis B immunization status to take to your healthcare provider.
  - a. Each athletic training student must have the Hepatitis B vaccine, be in the process of attaining the series at the time of acceptance into the program.
  - b. Documentation of the vaccine will be on file with the Athletic Training Program.

5. Make an immediate appointment with the Student Health Center. If during the weekend, seek attention with primary care physician or an urgent care facility. Contact the Student Health Center on Monday. Blood should be tested for HBV, HCV, and HIV as soon as it is feasible through your health care provider; within 72 hours of incident is best. Your healthcare provider will then assess the need for any post-exposure treatment, and you should follow-up as requested.
  - a. 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.

**Ball State University Master of Science in Athletic Training Program  
Bloodborne Pathogen Exposure Incident Form**

Student Name: \_\_\_\_\_ Student ID#: \_\_\_\_\_ DOB: \_\_\_\_\_

Preceptor Name: \_\_\_\_\_ Employer: \_\_\_\_\_

Location of Incident:  
\_\_\_\_\_

Date of Incident: \_\_\_\_\_ Time of Incident: \_\_\_\_\_

Give a detailed description of how the incident occurred.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name of source individual (if permission granted; if permission not granted or not known, write "unknown"):  
\_\_\_\_\_

Device(s) being used during the incident:  
\_\_\_\_\_

Personal protective equipment used during the incident:  
\_\_\_\_\_  
\_\_\_\_\_

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

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**This report is to be kept in the student's medical record at the Ball State University Student Health Center. A copy may be given to student or his/her department as requested, and consent given.**

## Appendix I

### Ball State University Master of Science in Athletic Training Program Therapeutic Equipment Safety Policy

The Ball State University Athletic Training Program requires that therapeutic equipment at all clinical sites is inspected, calibrated, and maintained according to the manufacturer's recommendations. The purpose of this policy is to safeguard the health of the patient and the safety of the student and clinician. Failure to abide by this policy may result in the discontinuation of the site for clinical experiences.

#### **Maintenance of Therapeutic Equipment**

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

#### **Procedures for Safe Use of Therapeutic Equipment by Athletic Training Students**

1. Athletic training students must be instructed in and must demonstrate competence in the use of specific therapeutic equipment before using said specific therapeutic equipment in the treatment or care of any patient.
  - a. Instruction and evaluation shall occur in the classroom/laboratory setting.
  - b. If a learning opportunity arises where the student may gain experience with therapeutic equipment, but formal classroom/laboratory instruction has not yet taken place, the preceptor

may instruct the student on the knowledge and skills associated with the therapeutic equipment so that the student may benefit from that situation.

2. Athletic training students will only use therapeutic equipment while under direct supervision of a preceptor.
3. Athletic training students will only apply therapeutic equipment according to manufacturer guidelines or applicable federal, state, and local laws, and according to accepted clinical practice standards.

## Appendix J

### Ball State University Health Professions Simulation Center Honor Code

I agree to adhere to the following guidelines:

- All patient information in simulation is confidential and any inappropriate viewing, discussion, or disclosure of this information is a violation of the simulation center policy. **What happens in simulation stays in simulation.**
- I may be working side by side with my fellow students, and/or I may be witnessing their performance. It is unethical for me to share information in any format (verbal, observed, written, electronic) regarding student performance with persons outside the laboratory or classroom.
- Video/audio recording may be utilized during the scenario as a tool to be used during the debriefing period. **Any recordings are confidential and may only be viewed in the Health Professions Building OR under the direction of my instructor. Videos are not to be reproduced or shared in any manner.**
- The simulation lab is a learning environment. All scenarios, regardless of their outcome, should be treated in a professional manner.

I acknowledge that I fully understand that the unauthorized release, inappropriate exchange, or mishandling of confidential information is prohibited, and **serious consequences may occur if I violate this agreement, up to dismissal from the program.** I will practice standards of professional behavior including core values of caring, human dignity and trust.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix K

### Preceptor Evaluation Student Scale

Category	Description	Indicators	Preceptor Action Warranted
<b>Critical Deficiencies</b>	Students in this category demonstrate significant gaps in knowledge, skills, and professional behavior. Their performance consistently falls short of the minimum acceptable standards for clinical practice, posing potential risks to patient safety and well-being. These students require immediate and extensive remediation to address foundational deficiencies.	<ul style="list-style-type: none"> <li>▪ Inadequate understanding and application of basic athletic training principles</li> <li>▪ Frequent errors in judgment or technique that compromise patient care</li> <li>▪ Inability to perform essential clinical tasks without director supervision and frequent intervention</li> <li>▪ Poor communication and interpersonal skills with patients, peers, and supervisors</li> <li>▪ Failure to demonstrate professional behavior and adherence to ethical standards</li> </ul>	Immediate intervention and development of a remediation plan focusing on critical skill and knowledge areas. Close monitoring and additional support are essential.
<b>Early Learner</b>	Students in this stage are beginning to develop the foundational knowledge and skills required for athletic training practice. They show potential but need significant guidance and oversight. Their performance is inconsistent and requires ongoing feedback and support to improve.	<ul style="list-style-type: none"> <li>▪ Basic understanding of core concepts, but with limited ability to apply them in clinical practice</li> <li>▪ Occasional errors in clinical tasks that require correction and guidance</li> <li>▪ Requires frequent supervision and step-by-step instructions to complete tasks</li> <li>▪ Developing communication skills; needs improvement in patient interaction and professional collaboration</li> <li>▪ Shows awareness of professional behavior and ethical standards but needs reminders and reinforcement</li> </ul>	Structured learning opportunities and frequent formative feedback to build competence. Encourage self-reflection and continuous improvement.
<b>Advancing Learner</b>	Students in this category demonstrate growing competence and confidence in their clinical abilities. They can perform most tasks with increased autonomy and are beginning to integrate their knowledge and skills more effectively. These students show readiness to take on more complex cases with appropriate oversight.	<ul style="list-style-type: none"> <li>▪ Solid understanding of key concepts and the ability to apply them in practice with increasing autonomy</li> <li>▪ Occasional minor errors that do not significantly compromise patient care quickly corrected with feedback</li> <li>▪ Capable of performing standard clinical tasks independently, seeking guidance for more complex cases</li> <li>▪ Effective communication with patients and healthcare team members, showing growing confidence</li> <li>▪ Consistently demonstrate professional behavior and ethical decision-making</li> </ul>	Provide opportunities for increased responsibility and exposure to more complex clinical scenarios. Continue to offer constructive feedback and support professional development.
<b>Ready for Autonomous Practice</b>	Students at this level exhibit a high degree of competence and independence in their clinical practice. They are capable of managing a wide range of cases with minimal oversight and demonstrate a thorough understanding of athletic training domains of practice. These students are prepared to enter professional practice upon graduation.	<ul style="list-style-type: none"> <li>▪ Comprehensive knowledge and consistent application of athletic training concepts and techniques</li> <li>▪ Minimal errors, with the ability to self-correct and learn from feedback</li> <li>▪ Independent performance of clinical tasks, with appropriate judgment and decision-making</li> <li>▪ Strong communication skills, effectively managing patient interactions and collaborating with the healthcare team</li> <li>▪ Exemplary professional behavior and adherence to ethical standards, serving as a role model for peers</li> </ul>	Encourage continued professional growth and readiness for transition to independent practice. Provide mentorship opportunities to refine advanced skills and prepare for entry into the profession.
<b>Ready for Advanced Practice</b>	Students in this category demonstrate exceptional skill, knowledge, and leadership in athletic training. They are capable of handling the most complex cases with confidence and minimal oversight. These students exhibit qualities that suggest readiness for specialized roles or advanced practice settings.	<ul style="list-style-type: none"> <li>▪ Developing expertise in advanced athletic training principles and techniques</li> <li>▪ Consistently error-free performance with proactive identification and mitigation of potential issues</li> <li>▪ Ability to manage complex clinical situations independently, providing innovative solutions</li> <li>▪ Superior communication and leadership skills, effectively guiding and educating peers and patients</li> <li>▪ Outstanding professional behavior, consistently upholding the promoting ethical standards and best practices</li> </ul>	Facilitate opportunities for advanced clinical experiences, leadership roles, and specialized training. Support preparation for advanced certifications or further education to enhance career development.