

**DUQUESNE UNIVERSITY
DEPARTMENT OF ATHLETIC TRAINING**

PROFESSIONAL BEHAVIOR

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Section 1

Policy on Professional Behavior

The faculty of the Duquesne University - Department of Athletic Training expect students accepted into the professional phase of the program to behave in accordance with standards of the profession. Using the National Athletic Trainers' Association *Code of Ethics* and the Board of Certification's *Standards of Professional Practice* and *Code of Professional Responsibility*, the Department has determined six *essential behaviors* required for successful completion of the Bachelor of Science in Athletic Training degree. These behaviors are: integrity, respect, responsibility, competence, maturity, and communication. A detailed description of these behaviors is included in the *Description of Professional Behaviors* section of this document.

Our goal is to foster students' progress in their professional development as they enter and proceed through the professional phase of the curriculum and move on to clinical practice. We expect that all students will be successful in all parts of their education, including academic, behavioral, and clinical. Just as there are standards and protocols established for students who require remediation for academic issues, we have established a similar process for professional behavior, as represented in this document. The following procedure outlines the identification of a professional behavior issue, a plan for remediation, and the process leading to further action.

Identification of Professional Behavior Issue

Standards for professional behavior are described in the *Description of Professional Behaviors* section of this document. Students are expected to behave according to these standards during academic and clinical learning experiences. If an academic or clinical faculty member identifies and documents a serious problem with a student's professional behavior or inability to maintain a standard within the realm of acceptable professional behavior, the following protocol will be followed:

1. The faculty member will meet with the student to identify the behavior and counsel the student to demonstrate behavior consistent with the professional standard.
2. If the faculty determines that the student has a recurrence of an unprofessional behavior prior to the completion of their professional program, both the student and faculty member will meet with the *Professional Behavior Committee [Committee]* which will consist of all of the Athletic Training faculty members and 1 Rangos School of Health Science faculty member. It is the responsibility of the Committee to create a remediation plan and contract with the student.

3. The remediation plan and contract will include the following items:
 - A description of the specific behaviors that the student is expected to demonstrate.
 - The specific tasks that the student is expected to accomplish.
 - Time frames related to accomplishing the tasks and behaviors.
 - Repercussions for unsuccessful remediation or inability to meet the terms of the contract.
 - Who will monitor the terms of the terms of the contract.
 - How the terms of the contract will be monitored.
4. The *Committee* will meet again, at a time stated in the contract, to determine if the student has successfully completed the remediation plan and has met the terms of the contract.
5. The following are the repercussions resulting from unprofessional behavior.
 - a. Immediate dismissal: Felony conviction or pleading no contest for behaviors that would prohibit the granting of BOC certification and/or Athletic Training state license/certification. Other behaviors may be determined to be non-remediable and require immediate dismissal.
 - b. Probation: Behaviors that the *Committee* has determined are remediable. The terms of the probation and remediation will be outlined in the contract.
 - c. Dismissal: Behaviors that the *Committee* has determined are remediable; however, the student has been unable or unwilling to remediate, as defined in the remediation plan and contract.

Section 2

Description of Professional Behaviors

The National Athletic Trainers' Association has developed the *Code of Ethics* and the Board of Certification has created the *Standards of Professional Practice* and *Code of Responsibility* that define specific abilities and behaviors that a graduate of a CAATE-accredited Athletic Training program should demonstrate. The core values include: accountability, altruism, compassion, caring, excellence, integrity, professional duty, and social responsibility. The generic abilities include: commitment to learning, interpersonal skills, communication skills, effective use of time and resources, use of constructive feedback, problem solving, professionalism, responsibility, critical thinking, and stress management. The following represents six *essential behaviors* that integrate items from these documents with a focus on the academic environment.

1. **Integrity:** Represents one's own and others' abilities honestly; is truthful and sincere; accepts responsibility for one's actions; able to reflect on one's personal reactions to encounters with others.
2. **Respect:** Adheres to confidentiality and professional boundaries; works toward conflict resolution in a collegial way, demonstrates consideration for the opinions and values of others; shows regard for diversity.
3. **Responsibility:** Present and punctual for all learning experiences; able to cope with challenges, conflicts, and uncertainty; recognize one's limits and seeks help; recognizes the needs of others and responds appropriately; demonstrates willingness to discuss and confront problematic behavior of self and others.
4. **Competence:** Takes responsibility for one's own learning; participates equally and collegially in groups; demonstrates self-reflection and accurate self-assessment; able to identify personal barriers to learning; works with faculty to manage learning difficulties.
5. **Maturity:** Demonstrates emotional stability; appropriately confident yet humble; demonstrates appropriate professional dress, demeanor and language; accepts constructive criticism and applies it in a useful way; inspires confidence in others; displays appropriate emotions; is not hostile, disruptive confrontational, aggressive or isolated; does not engage in behavior that endangers or threatens self or others.

6. **Communication:** Able to communicate effectively with others; demonstrates courteous and respectful communication, even in difficult situations; uses active listening; communicates with empathy and compassion.

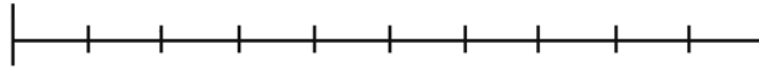
Professional Behavior Continuum

The *Professional Behavior Continuum* is a self-reflective tool for students to use to evaluate their professional behaviors during their progression through the professional phase of the Athletic Training program. Students are encouraged to meet with their Faculty Advisors to review their progress and to seek guidance as needed.

1. Integrity:

Lacks honesty
Lacks personal responsibility
Lacks self-reflection

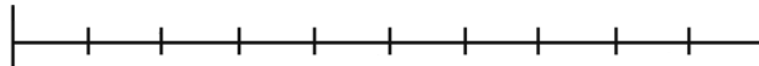
Always honest
Accepts responsibility for actions
Exceptional self-reflection



2. Respect:

Disrespectful of confidentiality/professional boundaries
Does not resolve conflict in respectful/collegial way
Disrespectful of others' opinions/ values
Disrespectful of diversity

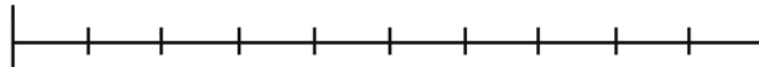
Respects confidentiality/ professional boundaries
Resolves conflict in respectful/collegial way
Respects others' opinions/ values
Respects diversity



3. Responsibility

Is not present/ punctual for learning
Does not cope w/ challenge/ conflict/ uncertainty
Does not recognize limits/ seek help
Does not recognize others' needs
Does not confront problematic behavior

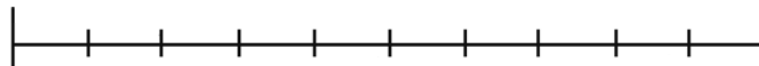
Present/ punctual for learning
Copes w/ challenge/ conflict/ uncertainty
Recognizes limits and seeks help
Recognizes/ responds to others' needs
Confronts problematic behavior



4. Competence

Does not take responsibility for learning
Lacks self-reflection
Unequal/ non-collegial participation
Does not identify learning barriers
Does not manage learning difficulties

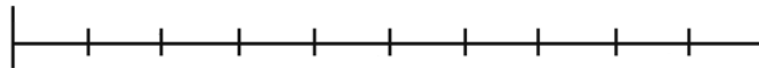
Takes responsibility for learning
Self-reflective
Equal/ collegial participation
Identifies learning barriers
Manages learning difficulties



5. Maturity

Lacks emotional stability
Lacks confidence/ humility
Lacks professional dress/ language
Does not use constructive criticism
Inappropriate behavior (hostile, aggressive...)

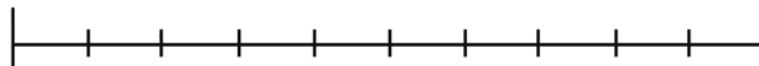
Demonstrates emotional stability
Confident and humble
Professional dress/language
Excellent use of constructive criticism
Appropriate behavior



6. Communication

Ineffective communication w/ others
Lacks respect/ courteousness
Lacks empathy/ compassion
Lacks active listening skills

Communicates effectively w/ others
Respectful/ courteous communication
Communicates w/ empathy/ compassion
Uses active listening skills



Section 4

Behavioral Expectations During Learning Activities

Students enrolled in the Duquesne University CAATE-accredited Athletic Training program are expected to demonstrate professional behavior as determined by the National Athletic Trainers' Association, Board of Certification, and the Department of Athletic Training of Duquesne University. Each student is expected to demonstrate appropriate professional behavior during all learning activities, including classroom, laboratory, experiential, group, community and clinical experiences. These professional behaviors include integrity, respect, responsibility, competence, maturity, and communication.

The following behaviors are expected in the academic setting.

1. **Attend and participate in all scheduled learning activities at the scheduled times.** Students who are unable to attend class due to personal illness or emergency are required to notify the course faculty prior to the scheduled class time. Respect your faculty and your classmates; be on time.
2. **Optimal use of time during learning experiences.** Students are expected to complete readings and assignments according to assigned dates/times in order to be prepared for learning experiences. Active participation is expected and students are to engage in fair and collegial group activities.
3. **Recognize learning problems and seek faculty guidance.** Students are expected to recognize learning difficulties and ask the course faculty for guidance. Students should develop a plan of learning that may include additional learning strategies, tutorial assistance, and use of University and external resources.
4. **Integrity.** Academic dishonesty will not be tolerated in any form and under any circumstance. Issues of academic improprieties will be addressed according to the guidelines outlined in the RSHS Student Handbook.
5. **Professional Attire.** Students are expected to portray the appearance of a responsible health care professional. Classroom guidelines include that clothing must be worn that does not expose the abdomen, chest, or buttocks. Hats and clothing with unprofessional wording or pictures are prohibited. In the laboratory portion of some courses, students will be required to wear clothing that permits the exposure of portions of the body as appropriate for the practice of clinical skills. Professional dress is required for activities that include guest speakers or patients and learning activities external to the University. Professional dress includes: (men) dress pants and shirt, dress shoes; (women) dress pants or skirts, tailored

tops, dress shoes. Tattoos and body piercings should be concealed. Facial and tongue piercings must be removed. Long hair must be tied back for learning experiences that involve patients. Duquesne University Athletic Training student name tags are required for all general medical and clinic/hospital experiences.

Section 5

Professional Behavior Committee

The Professional Behavior Committee consists of all of the Athletic Training faculty members and one Rangos School of Health Science faculty member.

Current Members:

Paula Sammarone Turocy, EdD, ATC	Program Director
Keith M. Gorse, MEd, ATC	AT Faculty Member
Peggy A. Houglum, PhD, PT, ATC	AT Faculty Member
Jason S. Scibek, PhD, ATC	AT Faculty Member
Anne L. Burrows, DPT, PhD	RSHS Faculty Member

NATA Supporting Documentation



NATA Code of Ethics September 28, 2005

PREAMBLE

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

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

PRINCIPLE 1:

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

- 1.1 Members shall not discriminate against any legally protected class.
- 1.2 Members shall be committed to providing competent care.
- 1.3 Members shall preserve the confidentiality of privileged information and shall not release such information to a third party not involved in the patient's care without a release unless required by law.

PRINCIPLE 2:

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

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

PRINCIPLE 3:

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

- 3.1 Members shall not misrepresent, either directly or indirectly, their skills, training, professional credentials, identity or services.
- 3.2 Members shall provide only those services for which they are qualified Through education or experience and which are allowed by their practice acts and other pertinent regulation.
- 3.3 Members shall provide services, make referrals, and seek compensation only for those services that are necessary.
- 3.4 Members shall recognize the need for continuing education and participate in educational activities that enhance their skills and knowledge.
- 3.5 Members shall educate those whom they supervise in the practice of athletic training about the Code of Ethics and stress the importance of adherence.
- 3.6 Members who are researchers or educators should maintain and promote ethical conduct in research and educational activities.

PRINCIPLE 4:

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

- 4.1 Members should conduct themselves personally and professionally in a Manner that does not compromise their professional responsibilities or the practice of athletic training.
- 4.2 National Athletic Trainers' Association current or past volunteer leaders shall not use the NATA logo in the endorsement of products or services or exploit their affiliation with the NATA in a manner that reflects badly upon the profession.
- 4.3 Members shall not place financial gain above the patient's welfare and shall not participate in any arrangement that exploits the patient.
- 4.4 Members shall not, through direct or indirect means, use information obtained in the course of the practice of athletic training to try to influence the score or outcome of an athletic event, or attempt to induce financial gain through gambling.

Board of Certification
Standards of Professional Practice
Code of Professional Responsibility
Implemented January 1, 2006

Introduction

The mission of the Board of Certification Inc. (BOC) is to provide exceptional credentialing programs for healthcare professionals. The BOC has been responsible for the certification of Athletic Trainers since 1969. Upon its inception, the BOC was a division of the professional membership organization the National Athletic Trainers' Association. However, in 1989, the BOC became an independent non-profit corporation.

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

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

The *BOC Standards of Professional Practice* consists of two sections:

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

I. Practice Standards

Preamble

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

The Standards are intended to:

- assist the public in understanding what to expect from an Athletic Trainer
- assist the Athletic Trainer in evaluating the quality of patient care
- assist the Athletic Trainer in understanding the duties and obligations imposed by virtue of holding the ATC® credential

The Standards are NOT intended to:

- prescribe services
- provide step-by-step procedures
- ensure specific patient outcomes

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

Standard 1: Direction

The Athletic Trainer renders service or treatment under the direction of a physician.

Standard 2: Prevention

The Athletic Trainer understands and uses preventive measures to ensure the highest quality of care for every patient.

Standard 3: Immediate Care

The Athletic Trainer provides standard immediate care procedures used in emergency situations, independent of setting.

Standard 4: Clinical Evaluation and Diagnosis

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

Standard 5: Treatment, Rehabilitation and Reconditioning

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

Standard 6: Program Discontinuation

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

Standard 7: Organization and Administration

All services are documented in writing by the Athletic Trainer and are part of the patient's permanent records. The Athletic Trainer accepts responsibility for recording details of the patient's health status.

II. Code of Professional Responsibility**Preamble**

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

Code 1: Patient Responsibility

The Athletic Trainer or applicant:

- 1.1 Renders quality patient care regardless of the patient's race, religion, age, sex, nationality, disability, social/economic status or any other characteristic protected by law
- 1.2 Protects the patient from harm, acts always in the patient's best interests and is an advocate for the patient's welfare
- 1.3 Takes appropriate action to protect patients from Athletic Trainers, other healthcare providers or athletic training students who are incompetent, impaired or engaged in illegal or unethical practice
- 1.4 Maintains the confidentiality of patient information in accordance with applicable law
- 1.5 Communicates clearly and truthfully with patients and other persons involved in the patient's program, including, but not limited to, appropriate discussion of assessment results, program plans and progress
- 1.6 Respects and safeguards his or her relationship of trust and confidence with the patient and does not exploit his or her relationship with the patient for personal or financial gain
- 1.7 Exercises reasonable care, skill and judgment in all professional work

Code 2: Competency

The Athletic Trainer or applicant:

- 2.1 Engages in lifelong, professional and continuing educational activities
- 2.2 Participates in continuous quality improvement activities
- 2.3 Complies with the most current BOC recertification policies and requirements

Code 3: Professional Responsibility

The Athletic Trainer or applicant:

- 3.1 Practices in accordance with the most current BOC Practice Standards
- 3.2 Knows and complies with applicable local, state and/or federal rules, requirements, regulations and/or laws related to the practice of athletic training
- 3.3 Collaborates and cooperates with other healthcare providers involved in a patient's care
- 3.4 Respects the expertise and responsibility of all healthcare providers involved in a patient's care
- 3.5 Reports any suspected or known violation of a rule, requirement, regulation or law by him/herself and/or by another Athletic Trainer that is related to the practice of athletic training, public health, patient care or education
- 3.6 Reports any criminal convictions (with the exception of misdemeanor traffic offenses or traffic ordinance violations that do not involve the use of alcohol or drugs) and/or professional suspension, discipline or sanction received by him/herself or by another Athletic Trainer that is related to athletic training, public health, patient care or education
- 3.7 Complies with all BOC exam eligibility requirements and ensures that any information provided to the BOC in connection with any certification application is accurate and truthful

Code 3: Professional Responsibility

The Athletic Trainer or applicant:

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

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

3.10 Complies with all confidentiality and disclosure requirements of the BOC

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

Section 7

Signature Page

This confirms that I have read and fully understand the Duquesne University Department of Athletic Training *Professional Behavior* document. I have been given the opportunity to discuss this document with my faculty advisor in the Athletic Training Department.

Student _____

Advisor _____

Date _____