Chpt. 2

Chapter 2: Professional & Academic Conduct

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PROFESSIONAL and ACADEMIC STANDARDS

Good academic standing in the Athletic Training program is defined as continued enrollment, satisfactory academic progress, sound clinical skills, behavior that leads to professional competence and positive interpersonal and professional relations, and appropriate professional/ ethical conduct and attitudes. Students are evaluated regularly in these five areas.

Students are expected to demonstrate behavior consistent with the Pacific University Code of Academic Conduct, National Athletic Trainers' Association (NATA) Code of Ethics, Guide to Professional Conduct, Athletic Training Professional Behaviors, and state and federal laws governing the conduct of athletic training. The Athletic Training reserves the right to define professional competence and behavior, to establish standards of excellence, and to evaluate students in regard to them.

Agreement to abide by the policies and procedures of the University and the program is implicitly confirmed when students register each term. Students are expected to adhere to the various administrative and academic deadlines listed in the academic calendar and in course syllabi. Failure to do so may jeopardize their academic standing in the Athletic Training program and may constitute grounds for probation or dismissal from the program. Students must maintain good standing in the program in order to be eligible for, or continue on, any Athletic Training program administered scholarships.

A student's academic standing will be judged by one or more of the following:

1. Acceptable academic performance.

2. Acceptable progress in the development of clinical skills.

3. Compliance with School rules and procedures.

4. Professional procedures, ethical and legal conduct.

5. Evidence of behavior that supports professional conduct and interpersonal or professional relations. (See "Professional Behaviors")

Faculty will evaluate academic performance, clinical skills, professional development and professional behaviors demonstrated in the educational environment and in clinical performance according to standards set forth in the University Catalog, the Athletic Training Student Handbook, the NATA Code of Ethics and elsewhere.

Students will be given regular reports on their progress in the program. A student who is not performing adequately according to the standards will receive notification through written feedback and/or individual advisement. After receiving such warning, failure to improve performance before the next scheduled evaluation may result in academic probation.

Students placed on academic probation will receive formal written notification outlining the reasons for probation and expectations that must be met in order for probation to be lifted. Failure to meet the requirements of probation in a timely manner may result in dismissal from the program.

In the case of flagrant and intentional violations of the Code of Academic Conduct or NATA Code of Ethics, a student may be dismissed without previous warning at any time in his or her academic career.

In general, program decisions regarding academic standing are final. A decision may be appealed only if the student can show that 1) there was an error in the procedure used by the faculty, 2) there is new evidence sufficient to alter the decisions, or 3) the sanction imposed was not appropriate to the severity of the violation and professional or academic standards.

Appeals are to be filed with the Director's office within 10 days from the date of notification of the original action. Students are not allowed to attend class until the student has filed an appeal. Further appeals may be pursued through the University Standards and Appeals Committee.

Details of professional and academic standards, academic policies and procedures, clinical policies and procedures, the appeals process, and the academic conduct policies, please see the following documents:

- Athletic Training Student Handbook
- Athletic Training Intern Clinical Education Manual

- Athletic Training course syllabi
- Pacific University Graduate Professions Catalog
- Pacific University's Student Handbook

Additional resources are available in the Director's Office.

Individuals convicted of a felony may not be eligible for licensing or registration in Athletic Training. Students are urged to contact the appropriate licensing agency for further information.

ACADEMIC GRADING POLICY

Grading Scale

A = 95-100	C = 77-79
A- = 90-94	F = less than 77
B+ = 87-89	I = Incomplete
B = 83-86	P = Pass
B- = 80-82	NP = No Pass

The following policy describes the standards by which satisfactory academic progress is assessed and the determination of academic standing for the Master of Athletic Training degree.

I. Grades

A. Didactic Courses: The grading system is A, A-, B+, B, B-, C, F, I, P, or NP

B. Clinical internships: The grading system is P, NP, and I.

C. A grade of incomplete (I) is given when, at the time grades are reported, some portion of the student's work in a course (didactic or clinical internship) is lacking, for an acceptable reason such as a student illness, performance anxiety during a practical examination, or death of a family member or a close friend. The course instructor will determine the manner in which the I grade will be converted to a final grade. The instructor who gives the I grade for a course will specify the date by which the student must make up the deficiency.

D. Progression

i. All first year courses must be satisfactorily completed before a student may enroll in second year courses.

ii. Clinical internships not completed secondary to personal/medical reasons will be evaluated by the faculty on an individual basis to determine whether the student will continue progression through the curriculum. (See I C above)

II. Academic Standing

A. Good Academic Standing: A student is considered to be in good academic standing if he/she: (1) completes didactic courses with a grade of 80% (B-) or better and (2) passes didactic courses and clinical internships graded as P/NP. A student remains in good academic standing if he/she receives no more than one grade of C in a didactic course.

B. Academic Probation: Academic probation is an academic standing that indicates concern about the student's performance in the curriculum. By placing the student on academic probation, the student is notified of the faculty's concern regarding past performance.

i. A student is placed on academic probation following the attainment of one F or NP grade in a didactic course or C grades in two didactic courses in the curriculum.

ii. If a student receives an F/NP grade in a didactic or clinical course, the student is withdrawn from the program at the end of that semester. The

student will repeat failed coursework when offered in the subsequent academic year.

iii. The student is also informed that future performance must improve or the student risks dismissal from the program.

iv. When a student is placed on academic probation, he/she remains in this academic standing for the remainder of the curriculum. In these instances, the Director of the Athletic Training Program will notify the Registrar that the student should be placed on academic probation.

C. Dismissal: A student is dismissed from the Athletic Training Program for the following reasons:

i. Receiving two F/ NP grades in didactic coursework;

ii. Receiving two NP grades in clinical internships;

iii. Receiving one F/NP grade in didactic coursework and one NP grade in a clinical internship;

iv. Receiving three (3) C grades in didactic coursework.

CLINICAL HOURS POLICY

Athletic training students enrolled in Pacific University's Master of Athletic Training Program are required to complete a minimum of 840 hours of clinical education during the two-year program. These hours are acquired in AT540, AT541, AT640 and AT641. Athletic training students must complete the minimum number of hours listed for each course in order to meet the clinical education requirements of the MSAT program. A maximum number of hours for each course and weekly maximums have also been established. Each athletic training student is required to maintain an ongoing record of their clinical hours. These records will be reviewed by the CEC on a weekly basis. Any issues concerning too few or too many clinical hours will be discussed with the athletic training student and their preceptor and an adjustment to the athletic training student's hours will be made. Athletic training students will not be allowed to obtain more than the maximum number of hours per week or per semester.

AT540

Minimum of 80 hours required for the semester
Maximum of 10 hours per week
Maximum of 120 hours for the semester

AT541

Minimum of 80 hours required for the semester
Maximum of 15 hours per week
Maximum of 225 hours for the semester

AT640

Minimum of 320 hours required for the semester
Maximum of 25 hours per week
Maximum of 375 hours for the semester

AT641

Minimum of 360 hours required for the semester
Maximum of 30 hours per week
Maximum of 450 hours for the semester

FACULTY INSTRUCTIONAL PHILOSOPHY

The faculty of the Athletic Training Program thoroughly embraces the concept of adult learning. As such, each party in the teaching/learning relationship must accept certain responsibilities in order for the system to flourish. We believe that it is the faculty role to serve as *facilitators* in the process rather than mere *dispensers* of knowledge. The faculty create a setting which maximizes student learning and fosters *professional* development, not merely the traditional student role. Such an environment is created when the instructor teaches in ways which stimulate and challenge, provides timely, behavior-specific feedback, while simultaneously assisting each student to reach his/her full potential. However, the student assumes the ultimate responsibility for the overall quality of her/his educational experience by becoming actively involved in the process, providing ongoing feedback to faculty and peers alike.

The concept of ability (competency) based learning and assessment is a part of the educational philosophy shared by the Athletic Training faculty. This concept evolved from the recognition by educators in many disciplines that, in addition to a core of cognitive and psychomotor skills, a certain repertoire of behaviors is required for success in any given profession.

Traditional formats often assess only recall or recognition of information, as with multiple choice, fill-in-the-blank, or true-false questions. In ability-based assessment, the student's performance will be observed in a variety of different formats as the student completes different types of professional tasks. Appraisal of the student's performance is based on explicit behavioral criteria which have been shared with the student prior to assessment. This provides information about the student's ability to analyze and apply information in the ways he/she would actually use it in practice.

Ability-based learning and assessment provides the student with clear guidelines about instructor expectations and reflects real-life situations. Assessment is considered an integral part of the learning experience. Explicit criteria and timely feedback help students develop the ability to self-assess, self-correct, and self-direct their development.

With the exception of your laptop computer and any associated peripheral devices essential to the function of interaction with the course material (e.g., mouse, portable external

disc drive, flash drive), no portable electronic devices (e.g., iPods, iPads, iPhones, Blackberries, cameras, etc.) are permitted during any formal, informal, or otherwise scheduled meeting of courses (this includes, but is not restricted to, lectures, laboratories and examinations). Any device that draws power from a battery, USB connection, or direct electric connection power source, is considered a portable electronic device and is not permitted to be used. If such devices are on your person, or in your personal effects, they should at all times be in the shutdown/power off (not standby) mode. Medical devices are excluded from this section.

No audio, video, or photographic recordings are permitted of any course session, whether part of the formal course schedule or otherwise, without the signed, written consent of the course faculty. All course materials are intended for individual student use only; for the purpose of learning and applying the material. Reproducing or distributing course material widely is not permitted.

PROFESSIONAL BEHAVIORS

Professional behavior is vital to the success of each student Athletic Trainer, the Athletic Training Program, and the Athletic Training profession. The process of becoming an effective athletic trainer involves attaining competency not only in professional knowledge and skill, but behavior as well. These requisite behaviors, attributes, or characteristics may not be explicitly part of any given profession's core of knowledge and technical skills, but they are nevertheless essential for success in that profession. The abilities which define expected behavior within a given profession serve as the foundation for ability-based learning.

These behavioral guidelines apply both to the classroom and to the clinical setting. Specific to the clinical setting, each student is expected to demonstrate appropriate professional behaviors and commitment to learning throughout the clinical education experience. This includes, but is not limited to, being punctual and prepared for every work day, respecting his/her clinical instructor, and being committed to a positive learning experience.

Specifically, the Professional Behaviors to which we refer are:

1. Commitment to learning
2. Interpersonal skills
3. Communication skills
4. Effective use of time and resources

5. Use of constructive feedback
6. Problem solving
7. Professionalism
8. Responsibility
9. Critical thinking
10. Stress management

Mastery of this repertoire of behaviors facilitates the ability to:

1. Generalize from one context to another
2. Integrate information from different sources
3. Apply knowledge and skills in the practice setting
4. Synthesize cognitive, affective, and psychomotor behaviors
5. Interact effectively with clients, families, the community, and other professionals.

To facilitate development of competency in the ten Professional Behaviors, faculty (classroom faculty and clinical instructors) provide formal and informal feedback to all students. Specific professional behavior is assessed during practical examinations, laboratory experiences, and presentations as well.

Also, students are encouraged to recognize the importance of self-assessment in their development as students and professional physical therapists. Reflecting on past experiences is an extremely valuable method of assessing one's own performance and planning more useful strategies for the future. We also expect each student to seek feedback from fellow students, clinical educators, and faculty.

If a student demonstrates behaviors inconsistent with the Professional Behaviors, the following response will occur:

1. The student will be provided feedback regarding perceived inappropriate behavior(s) and relevant expectations of the instructor/faculty.

2. If a change to more appropriate behavior(s) does not occur, the student will be subject to appropriate consequences as determined by the faculty ranging from remediation to dismissal from the program.

PROFESSIONAL DRESS

Interns are expected to abide by the dress code established by each clinical facility. In general, attire should be appropriate for the setting as well as the activity in which an intern is involved. It is also important that patients, families, visitors and colleagues be able to easily identify students as athletic training Interns. Each intern is provided with a name tag before embarking on the first clinical rotation and is expected to wear this name tag during all clinical work.

COLLABORATIVE LEARNING

The faculty encourages students in the Athletic Training Program to engage in collaborative learning: to help each other to attain the knowledge and develop the skills necessary to be a competent athletic trainers. Although attaining admission to the Program is highly competitive, succeeding as an athletic trainer requires working cooperatively with others for the benefit of patients, the profession and society. Because grading in the Program is criterion based, it is an excellent opportunity for students to practice the behaviors that will help them succeed as Athletic Trainers in an increasingly collaborative professional environment. However, collaboration does not involve copying another student's work, or having one or two members of a group doing all of the work. Students are encouraged to seek/offer help from/to their classmates, but each completed assignment must represent the student's own work.

ACADEMIC CONDUCT

Appropriate academic conduct as defined by the University is expected of all students in the School. The values of academic integrity that foster an atmosphere of trust between faculty and students are the same values exemplified by the *Professional Behaviors*. It is expected that all students behave the same way while they are in the academic setting as they would in the clinical setting and vice-versa.

Each student is expected to demonstrate appropriate professional behaviors and commitment to learning throughout the semester. In keeping with the professional behavior that all members of a health care team uphold, each student enrolled in this course is expected to conduct her/himself in a respectful and professional manner. This includes, but is not limited to,

being punctual and prepared for every class session; respecting his/her classmates and the instructor during class discussions; working independent of classmates when asked to do so; working in a positive and productive manner with classmates on group projects; respecting oneself by presenting his/her own ideas and opinions in a positive and thoughtful manner that demands the attention and respect of classmates; and being committed to a positive learning experience. (See Pacific University's Student Handbook for university policies)

PROFESSIONAL EXPECTATIONS

Attendance: Students have personal responsibility for class attendance, participation, and completion of assignments. A large portion of classes are composed of experiential learning sessions, discussions and experiences difficult to obtain from any one textbook. Attendance and class participation is expected for maximum learning. When absence is inevitable, the student is responsible for contacting the faculty member or if unavailable, the department secretary, PRIOR to class to be missed. Assignment of make-up work, if any, is at the discretion of the instructor. In case of illness or an emergency please call in to inform the Program 503-352-7279.

Interpersonal Skills and Behavior: The general principle governing academic conduct standards at Pacific is that students have the obligation to conduct themselves as mature and responsible members of the community. Honesty and integrity are expected of all students in class participation, examinations, assignments, patient care and other academic work.

Each student is expected to demonstrate appropriate professional behaviors and commitment to learning. In keeping with the professional behavior that all members of a health care team uphold, each student is expected to conduct her/himself in a respectful and professional manner. This includes, but is not limited to, being punctual and prepared for every class session; respecting his/her classmates and the instructor; working independently of classmates when asked to do so; working in a positive and productive manner with classmates on group projects; presenting his/her own ideas and opinions in a positive and thoughtful manner that demands the attention and respect of classmates; and being committed to a positive learning experience. (See Professional Behaviors)

Written Assignments: All written assignments must reflect the quality expected of students enrolled in graduate level professional programs. The American Medical Association (AMA) Manual of Style should be used as a reference. This manual is a required reference for this curriculum and is a standard reference book in the Pacific University Library. It is also the style

that is followed in the *Journal of Athletic Training*. See Chpt 3 of this Handbook for referencing guidelines. For all papers, the following minimum standards must be adhered to:

1. Typewritten.
2. Proper grammar, sentence structure, spelling, and organization.
3. Proper referencing. All papers should include references.

Professional writing skills are essential. Development and refinement of these skills will be facilitated during your professional education. Papers will not be considered which do not adhere to the minimum standards and will be returned to the student for revision. Students are strongly encouraged to allow sufficient time in completion of papers to have another individual read their papers for editing/proofing purposes. The policy for papers turned in late is up to the individual faculty member. Further instructions for theses will be discussed in Research class.

COLLEGE OF HEALTH PROFESSIONS STANDARDS AND APPEALS BOARD

College of Health Professions Standards and Appeals – pp.5-11

UNIVERSITY ACADEMIC STANDARDS AND APPEALS BOARD

University Standards and Appeals – pp.31-37

Each of the schools and colleges of Pacific University has a formal academic standards committee which carries out academic policy review, hears and rules on issues of student academic progress, alleged unprofessional conduct, or issues of alleged violation of the Academic Code of Conduct.

Membership on college and school academic standards committees shall be determined by those colleges and schools, according to standard procedures.

All requests for appeals of rulings by college or school academic standards committees shall be submitted in writing to the Vice President for Academic Affairs within 10 school days after the ruling is received by the student. Appeals shall be heard by the University Standards and Appeals Board, which is a standing committee of the University.

The University Standards and Appeals Board will make the decision to hear appeals of college/school academic standards committee rulings if one or more of the following criteria are met:

1) there was an error in procedure by a school of college academic standards committee,
2) there is new evidence sufficient to alter a decision is available,
3) or if the sanction(s) imposed was not appropriate in relation to the severity of the violation.

Normally, appeals dealing with introduction of new evidence will be returned by the University Standards and Appeals Board to the original academic standards committee for reconsideration. If the appeal involves inappropriate sanctions or procedural errors, the University Standards and Appeals Board will hear the case and rule on the appeal. Decisions of the University Standards and Appeals Board are final.

Membership on the University Standards and Appeals Board (7):

1. Vice President for Academic Affairs
2. Registrar
3. Three Faculty
    a) one from the College of Arts and Sciences
    b) one from the faculties of the professional schools (Optometry, Athletic Training, Occupational Therapy, Professional Psychology, Education)
    c) one faculty member mutually agreed upon by the appellant and the Vice President for Academic Affairs
4. Two students
    a) one appointed from the Undergraduate Community Council
    b) one appointed from the Professional Students Council

A faculty member will be elected to serve as chair of the committee. Membership for faculty is for a period of two years (staggered terms). Students may be appointed for one year. The Vice President for Academic Affairs shall appoint alternate members in cases of conflict of interest.

Hearings

The Vice President for Academic Affairs shall inform students of the appeal process and options, including the student's right to an advisor. Any non-attorney member of the University community may serve as an advisor. Students are responsible for presenting their appeal, therefore, advisors may not participate directly in the appeal hearing.

- All hearings shall be conducted in private and shall remain confidential.

- Students may present witnesses and evidence.
- There shall be a single verbatim record of the appeal. The record shall be the property of the University.
- The Vice President for Academic Affairs is responsible for ensuring that policy and procedures are followed.
- Appeals Board decisions shall be determined by majority vote. All votes shall be by secret ballot.
- All members of the Appeals Board must be present for a hearing to take place.
- Decisions made by the Appeals Board are final.

LEARNING SUPPORT SERVICES

In accordance with Section 504 of the Rehabilitation Act of 1973 and the more recent Americans with Disabilities Act (1991), Pacific University does not discriminate with respect to individuals with disabilities and provides the same educational opportunities for students with disabilities that it provides for all students, unless an undue burden would result.

The University maintains academic standards which apply to all students. However, students with disabilities may require additional or specialized services to meet academic standards.

The term "learning disability" refers to disorders in one or more of the basic processes involved in understanding or in using language, spoken or written, which may manifest itself in difficulty with listening, speaking, reading, writing, spelling or performing mathematical calculations.

It is the student's obligation to provide acceptable evidence that he/she has a learning disability; Pacific University requires that this be documented through psycho educational or psycho-neurological testing by an appropriate professional (licensed psychologist or educational specialist). A student, who has a documented learning disability or believes that he/she might have one, should contact the Director of Support Services at 503.352.2107 or via email at LSS@pacificu.edu. Students may then be referred to the Director of the Counseling Center to review that documentation or for a referral if they have not yet obtained the appropriate assessment. A list of referrals for specialists who do assessments for learning disabilities is available. Learning Support Services will partner with you to review the necessary documentation, discuss the services Pacific offers and facilitate the provision of any accommodations required for specific courses. It is *extremely* important that you begin this process no later than the end of the first week of the semester.

If it is determined that the student does fit the criteria for having a learning disability, the following accommodations may be available:

- tutoring
- classroom accommodation (sitting near the front, for example)
- permission to tape lectures and/or classroom discussions
- readers
- note-takers
- advance copies of syllabi and lecture notes
- access to computers with voice activation and speech synthesis software
- extra time as needed for exams
- a space with minimal distraction for exams

It is the student's responsibility to contact the Director of Learning Support Services to discuss his/her needs and request any of these services. The request will be evaluated and appropriate resources provided. It is also the student's responsibility to notify instructors of special needs. If the instructors have questions regarding the student's request they may be referred to the Director of Learning Support Services for consultation on how to accommodate the student. Services other than those described above are not available through the University. However, students may be referred to learning disability specialists in the community.

PACIFIC UNIVERSITY
Athletic Training Program

POLICIES ON INFECTIOUS DISEASES

POSITION STATEMENT ON INFECTIOUS DISEASES

Adapted from APTA policy: HOD 06-89-39-84

Since athletic training students, faculty and practitioners have an obligation to provide quality, non-judgmental care in accordance with their knowledge and expertise to all persons who need it, regardless of the nature of the health problem, when providing care to individuals, the Master of Athletic Training program advocates that students, faculty and practitioners be guided to their actions by guidelines developed by the Centers for Disease Control (CDC) and regulations set by the Occupational Safety and Health Administration (OSHA).

ATHLETIC TRAINING STUDENTS, FACULTY AND PRACTITIONERS WITH COMMUNICABLE DISEASES OR CONDITIONS

Adapted from APTA policy: RC 20-91

Athletic training students, faculty and practitioners with known communicable diseases or conditions have a right to continue careers in Athletic Training in a capacity which poses no identifiable risk to their patients.

Athletic training students, faculty and practitioners with known communicable diseases or conditions have an ethical obligation to either abstain from professional activities which have an identifiable risk of transmission to the patients or disclose their condition to the patient. Practitioner decisions about which action is appropriate should take in to account the nature of the specific communicable disease or condition and the consequences of it transmission.

Athletic training students, faculty and practitioners who are both at risk of acquiring communicable diseases or conditions and who engage in professional activities with identifiable risks of transmission of those communicable diseases or conditions should take appropriate measures to determine their health status.

SUPPORT STATEMENT

This motion balances the protection of the patient's right to know the risks of health care procedures including the risk of transmission of infections from professionals to patients, with the professional's right to privacy and to continue to work in ways which do not pose risks to patients. The broad language encompasses communicable diseases in general, thereby addressing both the timely issue of practitioners with HIV infection and the problem of preventing iatrogenic infections in the patients we serve.

HBV IMMUNIZATION POLICY

INTRODUCTION

Due to the nature of their work, Athletic Trainers and other health professionals are at risk for exposure to potentially fatal blood borne infectious diseases as well as other infectious diseases. Athletic Training students also face the same risks as they carry out their clinical experiences and internships. During their academic preparation Athletic Training students are taught proper safety and precautionary techniques. They are also required to have certain immunizations as a way of protecting themselves. In addition to all the standard immunizations individuals receive in childhood, the Master of Athletic Training is also requiring of its incoming students, (starting September 1, 1993) to be immunized for the Hepatitis B Virus (HBV).

IMMUNIZATION FOR HEPATITIS B

All athletic training students are required to have proof of immunization against the HBV. Since the vaccination process takes 6 months to be completed, incoming students can initiate the process before matriculating in the Athletic Training Program, but must supply documentation of having done so to the program. **The vaccination process, however, must be completed prior to Clinical Experience I** which takes place toward the end of the second semester of the First Year.

The cost of the immunization will be the responsibility of the student. The vaccine may be received from one's own personal physician or from a public health facility. In Oregon, county public health offices offer this service.

PACIFIC UNIVERSITY
INFECTIOUS DISEASES POLICIES

As an institution of higher education, Pacific University has the responsibility to inform students about potentially fatal blood-borne infectious diseases such as Human Immunodeficiency and Hepatitis B Virus, and to persuade students to protect themselves and others. The Student Health Service will provide on-going education on the prevention of such diseases.

Furthermore, the University has an obligation, insofar as it is able, to protect the rights of students with potentially fatal infectious diseases, and to make reasonable accommodation. At the same time, the University has an obligation to protect, insofar as it is able, the well-being of the entire University community.

According to the U.S. Department of Health and Human Services, "Identified risk factors for HIV transmission are essentially identical to those for HBV." The United States Public Health Service states "There is no risk created in living in the same dwelling with an infected person, eating food handled by an infected person, being coughed or sneezed upon by an infected person,

swimming in a pool with or caring for an infected person. Transmission of the HIV virus is primarily through intimate sexual contact, sharing dirty needles, contact with contaminated blood products, contact with bleeding injuries, and maternal-fetus transmission."

Admission to the University

Applicants for admission to Pacific University will not be denied admission based solely on having an HIV or HBV virus.

University Status

No student will be dismissed from the University solely on the basis of having a potentially fatal blood-borne disease. His/her progress will be reviewed through established procedures for determining academic progress and standards. The University will follow the same procedures for making reasonable accommodations as it would for any other medical condition.

Testing

The University will not require students to be tested for HIV or HBV. Students wishing to be tested will be referred to private or public health services. Student Health Services may provide such testing as staffing levels permit.

Immunization for Hepatitis B

Professional Students

Effective September 1, 1993, students who are enrolled or plan to enroll in professional programs in Optometry, Physical Therapy and Occupational Therapy must meet the standards for HBV immunization established by their respective programs. These standards may be subject to change, based on programs factors and associated risks. Meeting immunization requirements will be a condition or enrollment. The Student Health Center will provide immunizations at cost, as staffing levels allow.

Student Employees

Students who are employed as athletic trainers or in other positions where they are at risk of contact with blood or other potentially infectious materials will be provided with training and offered the Hepatitis B vaccine as required by the Occupational Safety and Health Administration for all employees. Students who decline the vaccination must sign a declination form. The student employee, may request and obtain the vaccination at no cost at a later date, if s/he continue in positions that have the possibility of occupational exposure. The Safety Program Coordinator shall be contacted when any employee is involved in a blood-borne pathogen exposure incident.

Confidentiality

Students with HIV or HBV are strongly encouraged to disclose their health status to the Director of the Student Health Service in order to receive education, take appropriate precautions, receive care, or referral for care.

Information regarding the health status of students, including HIV or HBV, is confidential and will not be released without the student¹s written consent. Such information will only be disclosed to those with a need to know in order to protect the health and safety of other students and staff members.

If a student voluntarily discloses his or her health status regarding HIV or HBV to a University employee (faculty, coach, staff, for example), those individuals are required to observe the same standards of confidentiality as health professionals. Failure to do so will be subject to sanction. Individuals who have received confidential information are encouraged to refer the student to the Director of the Student Health Center, and/or to seek the advice of the Director of the Student Health Center to determine how best to respond. This advice should be sought without revealing the identity of the infected student.

If a student voluntarily discloses his or her health status regarding HIV or HBV to another student, and requests confidentiality, the same standards of confidentiality are expected. The student or students who have received such information are strongly encouraged to refer infected students to the Director of the Student Health Center and/or seek the advice of the Director of the Student Health Center about how best to respond. Such advice should be sought without revealing the identity of the infected student.

If the Dean of Students, in consultation with the Vice President for University Advancement, determines that a public statement regarding rumored or identified persons having AIDS, HBV, or other infectious diseases is necessary, then the Vice President for University Advancement shall designate a spokesperson who shall be solely responsible for developing and releasing such statements and for handling all contact with the media or others.

Laws regarding confidentiality are constantly changing. New laws will become part of this policy as they are enacted.

Residence Halls

Students with HIV or HBV may live in on-campus housing within the established housing guidelines and policies. If it is known that a student has HIV or HBV prior to entering the residence halls, every effort will be made to find a compatible roommate. Requests for private rooms will be decided on a case by case basis.

Any student refusing to live with a student who has or is suspected of having HIV or HBV will be counseled and provided with educational information. If this is unsuccessful, a room change will be arranged within established room change procedures.

Intercollegiate Athletics/Intramurals

In addition to University policy, students involved in athletics will be expected to follow the HIV/HBV policies of the NCAA. HIV and/or HBV testing are not required to participate in athletics.

Any athlete who participates in intercollegiate athletics, intramurals or club sports and has an infectious disease (including HIV/HBV) is required to disclose such information to the Head Athletic Trainer. This information will be held in confidence, with the exception that the Head

Athletic Trainer may determine that the coach has a bona fide need to know such information. An infected student may be prohibited by the Head Trainer from participating in athletic activities with significant risk of bleeding injuries, or other activities that pose a risk of transmission. Such determination shall be made by the Head Trainer in consultation with a qualified health professional not employed by the University.

Athletic trainers will follow universal precautions when responding to bleeding injuries. The Athletic Department will provide every athlete and coach with information about HIV and HBV, including prevention, transmission, universal precautions and the availability of the Hepatitis B vaccine.

Student Health Service

Student health records are confidential, and will not be released without written consent of the student.

At the request of the student with HIV or HBV, and if the student has voluntarily disclosed their health status, the Director of the Student Health Service may serve as a liaison and advocate for the student. The Student Health Service will use universal precautionary measures in providing care to all students.

Professional School Programs

In addition to University policy, students enrolled in professional programs in Occupational Therapy, Optometry, Physical Therapy, Professional Psychology and School of Education are expected to follow policies and standards established by their respective professions. Students are required to follow standards and policies established by clinical and practice settings.

Students Studying Overseas

HIV or HBV testing may be required by the host country for students who participate in overseas programs or projects. Such tests are not required by Pacific University, but may be a condition of participation for certain programs or countries. Students who choose to participate in such programs must comply with such requirements.

Standards of Conduct for HIV/HBV Infected Students

Any student who has been diagnosed as having an HIV, HBV, or any other potentially fatal infectious disease, must not knowingly or willingly transmit the disease. To do so may be considered endangering behavior, and may be subject to University disciplinary procedures. The likely consequence will be permanent expulsion from the University. Criminal penalties may also apply.

Standards of Conduct for all Students

Any student who refuses to attend classes or participate in activities with a member of the University community who has or is suspected of having an HIV or HBV will be counseled and provided with educational information. The University will assist in changing classes, dropping

classes, or withdrawing from the University in accordance with established University policies and procedures.

Bodily Fluids Contact Procedures

Students with HIV or HBV may attend classes as any other student. Laboratory courses, or other courses where there is a risk of exposure to blood or other bodily fluids must utilize universal precautionary measures.

All members of the University community are expected to seek appropriately trained assistance in responding to emergency situations. When responding to bleeding injuries, members of the community shall use universal precautions and follow the University's Procedure as described below. Contact the Safety Program Coordinator to properly dispose of contaminated materials.

Revision of Policy

This policy will be revised as new medical and legal information is available. Students will be informed of any revisions.

PACIFIC UNIVERSITY

POST-EXPOSURE PROCEDURE

Blood Borne Pathogens Exposure

"Blood borne pathogens" refers to disease-causing microorganisms present in blood or other potentially infectious body fluids. Any "high-risk" exposure, defined as an accidental puncture injury, mucous membrane, or non-intact skin exposure to human blood/body fluid, should be considered infectious regardless of the source, and the following steps should immediately be taken.

1. Immediately and thoroughly wash the exposed site with soap and water, or the eye/mucous membrane with water or saline.
2. Report the incident to your supervisor or program preceptor.
3. Immediately (within 2 hours) be evaluated at Providence St. Vincent's Emergency Room, located at US Hwy 26 and Hwy 217, or at the nearest medical facility if outside of the Portland area, for the risk of exposure to HBV/HIV and preventative therapy initiated as indicated.
4. If you are unsure whether step 3 pertains to your situation, call the Providence St. Vincent's Emergency Room at 503.216.2361; students may also call the Student Health Center at x2269 (503.352.2269 from off-campus).

Contact with the following bodily fluids or materials is not covered by this section: feces, nasal secretions, saliva, sputum/spit, sweat, tears, urine, and vomit. If any of the preceding bodily fluids contain visible blood, follow the high-risk procedures listed above.

Do not attempt to clean up any spills of human blood or other potentially infectious body materials unless you have received the Hepatitis B immunization series and have been trained in Pacific University's "Blood borne Pathogens: Exposure Control Plan" or "Students Infectious Disease Policy: Exposure Control Plan". Campus Public Safety, (CPS) and Custodial Staff have been immunized and trained for spill cleanups. For assistance dealing with spills of bodily fluids containing visible blood, contact Custodial at 503.352.2213 during business hours, Campus Public Safety 503.352.2230 during off-hours, or the Resident Director if the spill is in an on-campus housing area.

Excerpted from Office of Student Conduct web page
http://www.pacificu.edu/studentlife/conduct/codes/policies.cfm#blood