Undergraduate Athletic Training Program
Student Handbook

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California University of Pennsylvania
Athletic Training Student Handbook

The medical director and Athletic Training Program faculty at California University of Pennsylvania created and agree upon the provisions within this handbook. While it is not all encompassing, it provides the athletic training students, preceptors, and faculty with guidelines from which to practice. This handbook is not intended to and does not supersede standards set forth by the Commission on Accreditation for Athletic Training Education, the National Athletic Trainers' Association, and the Board of Certification.

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8/26/13
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8/24/13
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PART I

GENERAL INFORMATION
ATEP MISSION STATEMENT

The mission of the Athletic Training Education Program is in keeping with the College and University mission of “building the character and career of students” by educating clinically competent, entry level athletic trainers who are capable of serving the community in a variety of employment settings. To prepare entry-level athletic trainers, the program has developed a comprehensive curriculum that encompasses didactic and clinical instruction with a special emphasis on the use of technology in the daily practice of athletic training (in keeping with the University’s special mission in technology). In addition, the program strives to produce entry level athletic trainers that exhibit the professionalism and the University’s core values of integrity, civility and responsibility, appreciate continuing education and are academic consumers of research. Finally, the ATEP upholds the above tenants of its mission through engaging in and delivering didactic content and clinical experiences reflective of best practices through evidence-based findings.

DEPARTMENT OF HEALTH SCIENCE

A. Personnel and Structure

The Athletic Training Faculty and Staff consists of:

a) The Program Director
b) Clinical Education Coordinator
c) Chairperson, Department of Health Science
d) Head Athletic Trainer
e) Assistant Athletic Trainers
f) ATEP Full-Time and Adjunct Faculty
g) Team Physician
h) Medical Director
ATHLETIC TRAINING EDUCATION
OVERVIEW

This document provides a brief overview of the education and credentialing process for entry-level athletic trainers. Athletic Training is an academic major or graduate equivalent major program that is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The minimum entry point into the profession of Athletic Training is the baccalaureate level; by 2014-2015, all accredited education programs in Athletic Training will lead to a degree in Athletic Training. Upon completion of a CAATE-accredited Athletic Training education program, students become eligible for national certification by successfully completing the NATA Board of Certification, Inc. (BOC) examination.

PROFESSIONAL EDUCATION

Professional, or entry-level Athletic Training education, uses a competency-based approach in both the classroom and clinical settings. Using a medical-based education model, Athletic Training students are educated to provide comprehensive client/patient care in five domains of clinical practice: prevention; clinical evaluation and diagnosis; immediate and emergency care; treatment and rehabilitation; and organization and professional health and well-being. The educational requirements for CAATE-accredited Athletic Training education programs include acquisition of knowledge, skills, and clinical abilities along with a broad scope of foundational behaviors of professional practice. Students complete an extensive clinical learning requirement that is embodied in the clinical integration proficiencies (professional, practice-oriented outcomes) as identified in the Athletic Training Education Competencies.

Students must receive formal instruction in the following specific subject matter areas identified in the Competencies:

- Evidence-based Practice Prevention and Health Promotion
- Clinical Examination and Diagnosis
- Acute Care of Injury and Illness
- Therapeutic Interventions
- Psychosocial Strategies and Referral
- Healthcare Administration

Clinical Education

Students are required to participate in a minimum of two years of academic clinical education. Through these experiences, students must gain clinical experiences with a variety of patient populations who vary by age and types of activities, and who are at risk for both musculoskeletal and general medical conditions.

Clinical experiences provide students with opportunities for real patient care while under the direct supervision of qualified preceptors (i.e., Athletic Trainer or other credentialed health care professionals).

THE ATC® CREDENTIAL

The ATC® credential and the BOC requirements are currently recognized by 47 states for eligibility and/or regulation of the practice of athletic trainers. The credibility of the BOC program and the ATC® credential it awards are supported by three pillars: (1) the BOC certification examination; (2) the BOC Standards of Professional Practice, and Disciplinary Guidelines and Procedures; and (3) continuing competence (education) requirements.

BOC certification is recognized by the National Commission for Certifying Agencies and is the only accredited certification program for athletic trainers. To be certified, an individual must demonstrate that he/she is an athletic trainer capable of performing the
required duties without threat of harm to the public. The BOC traditionally conducts annual examination development meetings during which athletic trainers and recognized experts in the science of Athletic Training develop, review and validate examination items and problems. The knowledge, skills, and abilities required for competent performance as an entry-level athletic trainer fall into three categories:

1. Understanding, applying, and analyzing; 2. Knowledge and decision-making; 3. Special performance abilities

BOC-certified athletic trainers are educated, trained and evaluated in five major practice domains:

1. Prevention

2. Clinical Evaluation and Diagnosis

3. Immediate and Emergency Care

4. Treatment and Professional Health and Well-Being

For more information regarding the educational, certification, and licensure requirements for athletic trainers visit:


National Athletic Trainers’ Association
2952 Stemmons Fwy Ste. 200
Dallas, TX 75247
www.NATA.org * info@nata.org
800.879.6282 v * 214.637.2206 fax 1015 1/08
PART II

ADMISSION STANDARDS
ADMISSION STANDARDS FOR THE ATHLETIC TRAINING (AT) PROGRAM

A. BASIC EDUCATIONAL AND CLINICAL REQUIREMENT

Prospective students must be enrolled at California University of PA or Clarion University of PA. The pre-professional athletic training student can major in Athletic Training or Physical Therapist Assistant / Athletic Training. The National Athletic Trainers' Association Education Council has established educational requirements for the preparation of athletic trainers. Students that complete California University's AT program are eligible to take the BOC certification examination in order to become a Certified Athletic Trainer.

B. APPLICATION PROCESS

This section of the handbook describes the methods that are used to select students for entry into the AT Program. It is important for candidate to be aware of the admission process and criteria utilized, so that they can best position themselves for entrance into the program. Admission into the AT Program is competitive and only a limited number of students are selected each year. Students make application to the professional phase of the program in the spring semester of the freshman year.

The Athletic Training Program Selection Committee
The AT Program Selection Committee is composed of the AT Program faculty and/or staff members from the Department of Health Science. The AT Program Director (or his/her designee) serves as the Selection Committee Chairperson.

The Application Process
Students may apply for entrance to the professional phase portion of the AT Program no earlier than the spring semester of their freshman year. The program director of the AT Program will hold a meeting for all students interested in applying to the professional phase of the program. This meeting will allow for discussion of eligibility requirements and selection criteria, provide a timeline of application events, and for answers to questions regarding the selection process. Students who decide to apply to the program will be required to complete an application, participate in a formal interview, and sit for the AT Program entrance examination. Students that meet the entrance requirements, have submitted all appropriate documents, and completed the above activities will be considered for admission. A tentative sequence of the application process activities occurring in the spring semester follows:

- AT Program Application Process Meeting
- Submit Application to Athletic Training Program Director (Appendix A)
- Complete Entrance Interview
- Complete AT Program Entrance Examination
- Evaluation of eligible applicant materials by AT Program Selection Committee (occurs after submission of Spring semester grades)
- AT Program Selection Committee decisions forwarded to applicants

AT Program Eligibility Requirements
Candidates must meet MINIMUM requirements to be considered for entrance into the program. Students not meeting these minimum requirements will not be considered. Meeting the minimum requirements does not guarantee admission due to the competitive nature of the AT Program.

The minimum requirements for admission to the professional phase of the AT Program are:

- An overall QPA of 2.50 or higher
- A QPA of 3.0 or higher AND a grade of “C” or better in the following athletic training core courses:
  - Human Anatomy and Physiology I (4 crs.)
- Human Anatomy and Physiology II with live lab (4 crs.)
- Current Health Issues (3 crs.)
- Introduction to Athletic Training (4 crs.)
- General Psychology (3 crs.)

- A completed application, which consists of the following: application form (Appendix A), two letters of recommendation, and an essay related to the profession.
- Completion of the pre-professional observation assignments. Observation assignments must take place on campus and consist of a specified number of hours at practices and games with preceptors for California's varsity/club sport athletic teams.
- An interview with AT Program faculty (this will be coordinated through the program director or his or her designee).
- In addition, the student must provide the following items:
  - Signed Technical Standards form (Appendix B)
  - Signed Memorandum of Understanding form (Appendix C)
  - Hepatitis B Waiver form (Appendix D)
  - Pre-Professional Observation Assignment
  - Act 33 (Child Abuse)/34 (Criminal History) Clearances, and FBI fingerprint-based background check
    - The above clearances must be on file before the athletic training student begins his or her clinical education responsibilities (i.e., before they begin the professional phase of the AT Program)
    - Students who have a felony charge(s) on record will be admitted contingent on and consistent with California University of Pennsylvania’s policy. If admitted into the AT Program with a felony charge, the student will be dismissed from the program if a second felony charge occurs during the student’s time in the AT Program.
    - It must also be noted that students with a felony charge may not be eligible to sit for the Board of Certification (BOC) exam; further, eligibility to sit for the BOC Exam is determined solely by the BOC Professional Practice and Discipline Committee. For more information, visit the BOC Candidate Handbook’s Candidate Exam Eligibility at: www.bocatc.org

**NOTE:** A complete list of required application materials is located in Appendix E

### AT Program Applicant Evaluation

Admission to the AT Program at California University of Pennsylvania is competitive. Therefore, a scoring rubric has been created to allow for objective evaluation of the candidates. As stated previously, meeting the minimum requirements of the program does not guarantee admission and students are encouraged to strive to exceed the minimums in as many areas as possible. The final category in the selection criteria “potential to benefit from the program” allows selection committee members to award points to candidates for various characteristics such as professionalism, teamwork, work ethic, and ability to work well with others. The evaluation criteria and their relative weighting in the selection process is as follows:

<table>
<thead>
<tr>
<th>Selection Criteria</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletic Training Core Course QPA</td>
<td>40 points</td>
</tr>
<tr>
<td>Overall QPA</td>
<td>25 points</td>
</tr>
<tr>
<td>ATEP Entrance Exam</td>
<td>30 points</td>
</tr>
<tr>
<td>Athletic Training Essay</td>
<td>15 points</td>
</tr>
<tr>
<td>Interview with selection committee</td>
<td>35 points</td>
</tr>
<tr>
<td>Letters of Recommendation</td>
<td>10 points</td>
</tr>
<tr>
<td>Potential to benefit from the program</td>
<td>20 points</td>
</tr>
</tbody>
</table>
Transfer Students and the Selection Process
The Program welcomes transfer students. It is recommended that transfer students meet with the Program Director prior to transferring to discuss the application requirements and process. Transfer students must meet all of the application requirements listed above. Potential candidates will be expected to make official application to the Program through the completion of the AT Program application form. Completed applications must be returned to the program director's office (or designated area) by the date indicated on the application.

C. PROBATIONARY ADMISSION

Pre-professional students that fail to achieve a 3.00 quality point average in the first year athletic training courses may be admitted to the professional phase of the program on probationary status. Probationary admission is based on availability. In order to qualify for probationary admission, the pre-professional student must have a complete application and meet all other requirements including a minimum quality point average of 3.0 in the pre-professional phase coursework. *Students admitted to the professional phase for the Fall semester may have their probationary status removed by retaking deficient courses and earning better grades that improve their QPA to 3.00 or above over the summer at California, Clarion or other regionally accredited institutions.* Students admitted on probation must earn a minimum quality point average of 3.00 in the professional phase athletic training courses the following semester in order to remove the probationary status. Probationary students that fail to earn a 3.00 quality point average will be dismissed from the professional phase of the program.

D. RE-ADMISSION PROCEDURES TO THE ATEP FOLLOWING DISMISSAL

A student may reapply to the ATEP in the spring following his or her dismissal. The athletic training student will be expected to meet with the program director prior to submitting/engaging in the following material:

- Application
- Interview with AT Program faculty
- Obtain a 3.0 or better in the required AT Program courses
- Provide a 2 page minimum position statement reflecting
  - the student’s intent to improve on or change his or her course of action that resulted in dismissal from the AT Program. This should include a plan the student intends to implement to make a positive.
  - what the experience resulting in dismissal has taught him or her as well as how the student will apply what they have learned.

If not readmitted, the student has the right to appeal the case to the Department Chairperson, and then the Dean of the College of Education and Human Services, whose decision will be final.
PART III

ACADEMIC:

STUDENT ROLES and RIGHTS

IN THE

ATHLETIC TRAINING

EDUCATION PROGRAM
A. FORMAL PROGRAM REQUIREMENTS

Once a student has been admitted into the Athletic Training (AT) Program, they must then complete the remaining academic requirements as well as maintain a 3.00 QPA in their athletic training and major coursework on a semester by semester basis. A 2.50 overall QPA is required in order to graduate from the College of Education and Human Services. The Athletic Training major consists of 120 credits and can be completed in 4 years (8 semesters). The combined PTA / Athletic Training Education Program requires 5 years (10 semesters plus 1 summer semester). Students majoring in athletic training that choose to participate in intercollegiate athletics, hold part time jobs, or have other commitments that conflict with clinical education, can expect to complete the program in no less than 5 years.

B. PROGRAM OUTLINE

The 120 credit program leading to the Bachelor of Science in Athletic Training degree is designed to be completed in 4 years (8 semesters). The eight-semester sequence (Appendix F) of courses provides a recommended framework for completing this program of study in four years.

C. SCHEDULING AND ADVISEMENT

All students who are pursuing an athletic training major will be advised by the Athletic Training faculty. Each semester the academic advisement sheet (Appendix F) should be updated by the athletic training student and his / her advisor. This document is to be kept in the student records folder. Scheduling will be in accordance with university policy. Students needing advice or counseling may walk in at any time to discuss their schedule or career goals. What you can expect from your advisor:

ASSISTANCE FROM THE ADVISOR:

Your advisor:

1. Is your resource person.

2. Is a person to whom you can talk, a good listener.

3. Has knowledge of academic policies and procedures and can explain them to you, if you need assistance.

4. Will help you to learn to make decisions about your goals, your program of study, your course selections, and your career.

5. Will aid you in learning the requirements for your chosen area of study

6. Will aid you in assembling materials and information, which will help you plan your educational experience.

7. Will assist you in registering.

8. Will be able to refer you to other resources for assistance.

9. Will have office hours posted on his or her office door during which you may see him or her. For other times you may arrange an appointment by contacting your advisor or a secretary in the department.
THE STUDENT AS AN ADVISEE:

To take advantage of the opportunities offered by the advisement program, you, the student should:

1. See your advisor at any time you need the advisor's assistance.

2. Think carefully about your personal, academic, and career goals so that you may plan with your advisor for achieving your educational goals.

3. Ask yourself. What are my strengths? Make a list of your personal and academic strengths.

4. Identify any special situations affecting your achieving your educational goals, such as limits on your time, work schedule, lack of background, other commitments, etc.

5. Become familiar with the academic policies in the Catalog and the "Condensed Explanation" in this manual. The orientation leaders will go over some of the academic regulations in orientation sessions and they and your advisor will answer questions for you.

6. Become familiar with the requirements for your course of study, these are summarized for you on a distribution sheet for your area of study.

7. Visit your advisor the third or fourth week of each semester to discuss your progress in your courses and to gain assistance, if you need it.

8. Arrange a conference with your advisor before each early registration period.

9. Discover with the advisor sources of assistance and information, as needed.

10. Acquire and keep material useful to your advisement, such as a University Catalog, major advisement sheet, class schedules, scheduled adjustment forms, etc. The advisor will either supply these materials or suggest to you where they may be obtained.

D. ATHLETIC TRAINING CLUB

This club is affiliated with the Department of Health Science and the AT Program. Participation in club activities is strongly encouraged but is not required. Club officers have the advantage of working on interpersonal skills while enhancing their time commitment.

E. PROFESSIONAL ORGANIZATIONS

Student membership in the NATA is required. The use of ATrack is the students’ means for tracking their competency and clinical hours, which are part of students’ Clinical Education grade. This vehicle is only available through the NATA. Additionally, there are other benefits for students who are members of the NATA including networking opportunities, NATA News, access to the career center and education foundation …or something like that?.

F. AWARDS/SCHOLARSHIPS

1. NATA, EATA, and PATS Scholarship Awards

   Each year the NATA, EATA, and PATS offer senior students an opportunity to apply for scholarship money for graduate school. All students are also eligible to apply for scholarships. Each organization requires independent applications for each candidate. Refer to the respective organizations website for scholarship opportunities and deadlines.

   Visit the Office of Financial Aid for additional scholarship opportunities.

2. Most Outstanding Senior Athletic Training Student

   All senior graduates (August, May, and December) are eligible. The faculty use the following five criteria when making their selection. The student with the most votes is awarded the distinction.

   a. Academics
   b. Time commitment
   c. Clinical skills
   d. Interpersonal skills
   e. Working knowledge of athletic training

3. Outstanding Alumni Award

   Each year the AT Program Faculty nominate and vote on an Alumni who has excelled in the profession of athletic training making contributions to the profession befitting of an outstanding professional. Up to one winner is selected each year.

G. ADDITIONAL COSTS ASSOCIATED WITH THE AT PROGRAM

   There are additional costs associated with the AT Program. Professional phase students are required to purchase approved uniforms that are to be worn during field experiences (refer to the dress code under Part IV. Students assigned to off campus field experiences will also incur costs associated with travel to and from the clinical site.

   One-time AT Program costs
   Finger Printing $40 (Must be complete before Fall semester Sophomore year)
   Child Abuse Clearance $10 (Must be complete before Fall semester Sophomore year)
   Criminal Background Check $10 (Must be complete before Fall semester Sophomore year)

   Approximate Yearly Costs
   Professional Liability Insurance $15
   Uniforms $30-100
   Off-Campus Travel (if assigned)$50-200 depending upon the site
   NATA Membership $85

H. DISCIPLINE CODE

   Each offense will be documented in the student’s file.

   Missed clinical assignment or tardiness without prior notification and approval of the preceptor:  
   1st offense: written warning from the Clinical Education Coordinator.
   2nd & Subsequent Offenses: written notification from the Program Director of the athletic training student being placed on disciplinary probation.
Dress code violation:
1st offense: verbal warning from the preceptor
2nd offense: written warning from the Clinical Education Coordinator
3rd & Subsequent offenses: written notification from the Program Director of the athletic training student being placed on disciplinary probation.

Drug and Alcohol Policy Violation
1st offense: immediately placed on Disciplinary Probation; the student must undergo on-campus (or other approved) drug and alcohol prevention/awareness education program. Failure to attend or comply is means for dismissal from the AT Program.
2nd Offense: dismissal from AT Program and referral to on-campus or other approved drug and alcohol prevention/awareness education program.

I. PROBATION POLICY

1. Academic Probation

A student enrolled in the AT Program is required to maintain a cumulative 3.00 QPA in their required AT Program and related courses with a minimum of a “C” in these required courses. Any student that falls below this average at any time will be placed on a one semester probationary period. The student will be sent a letter regarding probationary status at the end of the semester, which will outline what measures the athletic training student must take in order to return to good standing. Students will be required to regain an overall 3.00 QPA in ATEP and related courses in order to be removed from probationary status. In order to maintain good academic standing, the student must achieve an overall 3.00 QPA as well as a “C” or better in the AT Program courses or they will automatically be dismissed from the AT Program. If a student is dismissed from the program, they must attain an overall 3.00 QPA and a minimum of a 3.00 in the prior semester AT Program courses. To be eligible to reapply to the professional phase of the program the student should contact the Program Director to discuss readmission criteria (refer to Section J).

NOTE: If a student is placed on probation due to a grade lower than a “C”, the student must retake that course in order to be eligible for graduation. A student cannot graduate with a grade lower than a “C” in any AT Program related course. The AT Program courses can be found on the athletic training education advisement sheet under “Required Courses” and “Writing Component Courses” (Appendix F).

2. Disciplinary Probation

This probation category pertains to students who allegedly have had difficulty with, but not limited to, unprofessionalism or unethical behaviors or practices, inadequate time commitment, cheating, or other academic dishonesty, stealing, disrespectful behavior toward faculty, staff, or fellow students, misrepresentation of oneself in the profession, or disregard for Cal U/Clarion Athletic Training professional policies.

If a problem arises in any one of these areas, the student will be asked to schedule an appointment with the faculty of the department to discuss the particular situation. At this time the staff will identify the problem in writing, what the deficiencies are, and record in the minutes of the meeting any other pertinent information regarding what needs to be done to rectify the situation. Should the situation(s) not be rectified within two to three weeks (or an acceptable time frame), the athletic training student will be dismissed from AT Program. Refer to Section J for Readmission criteria. Immediately following the meeting, a decision will be made whether to readmit the student into the AT Program. If a student is placed on disciplinary probation twice during the professional phase, he/she will be dismissed from the AT Program.

Conduct that results in felony charges will, at a minimum, warrant disciplinary probation in the AT
Program and will be consistent with California University of Pennsylvania’s policy on such offenses. It is the athletic training student’s responsibility to notify the program director if felony charges occur. It must also be noted that students with a felony charge may not be eligible to sit for the Board of Certification (BOC) exam; further, eligibility to sit for the BOC Exam is determined solely by the BOC Professional Practice and Discipline Committee. For more information, visit the BOC Candidate Handbook’s Exam Eligibility page at: www.bocatc.org.

The student will be held to the California University of PA Academic dishonesty policy.

J. RE-ADMISSION PROCEDURES TO THE ATEP FOLLOWING DISMISSAL

A student may reapply to the ATEP in the spring following his or her dismissal. The athletic training student will be expected to meet with the program director prior to submitting/engaging in the following material:

- Application
- Interview with AT Program faculty
- Obtain a 3.0 or better in the required AT Program courses
- Provide a 2 page minimum position statement reflecting
  - the student’s intent to improve on or change his or her course of action that resulted in dismissal from the AT Program.
  - what the experience resulting in dismissal has taught him or her as well as how the student will apply what they have learned.

If not readmitted, the student has the right to appeal the case to the Department Chairperson, and then the Dean of the College of Education and Human Services, whose decision will be final.

K. APPEALING A GRADE OR OTHER ACADEMIC DECISION

A. Purpose & Scope: To describe the policy and procedure for appealing a grade or other academic decision at the undergraduate level

B. Definition(s): Administration: The collective group of academic and student affairs administrative officers. Arbitrary: Based on or subject to individual judgment or preference. Capricious: Governed or characterized by impulse or whim

C. Policy: University decisions are based upon applicable policies, rational procedures, and sound decision-making principles. Concerning a student’s grade, it must be understood that it is not the policy of the administration to change a properly assigned grade – that is, one based upon recorded grades for quizzes, exams, assignments, projects, and other grade criteria as indicated on the course syllabus or outline. However, when a student alleges violations of sound academic grading procedures, the University administration and faculty mutually support a student appeal procedure that gives both the student and the faculty member a fair process to substantiate and/or refute those allegations.

D. Procedure(s): In appealing a grade, a student should first contact the faculty member who issued that grade to discuss the reason for the grade. If the student is not satisfied with the faculty member's explanation, the student should then contact the faculty member's department chairperson. This contact must be in writing and must be filed with the chairperson within 30 working days after the beginning of the fall or spring semester following the term in which the grade in question was given. The chairperson shall notify in writing the student and faculty member of his/her findings and decision within 15 working days of his/her receipt of the appeal from the student. If accord is not reached through the chairperson, the student may then appeal to the college dean. Such an appeal must be in writing and must be filed with the dean within 15 working days from the date of the final written determination of the chairperson. The dean shall notify in writing the student and faculty member of his/her findings and decision within 15 working days of his/her receipt of the appeal from the student. The final source of appeal is the provost. This final step should be taken only if there is no
possibility for resolution at an earlier stage, and only if the student is convinced that arbitrary and/or capricious standards were applied. The appeal to the provost must be in writing and must be filed with the provost within 15 working days from the date of the final written determination of the dean. The provost shall review the matter and take action as necessary to provide equity in the situation.

In the case of other academic decisions, the student should follow the same appeal procedure insofar as possible. In matters relating to student conduct and discipline, the vice president for Student Development has authority to review student appeals. In matters relating to financial aid, review Financial Aid policies. In matters relating to teacher certification, review College of Education and Human Services policies. In matters relating to transfer credits, contact the Articulation and Transfer Office.

E. Effective date: 2005-2006 Undergraduate Catalog
Updated date: August 15, 2010

L. ACADEMIC INTEGRITY (CHEATING AND PLAGIARISM)

A. Purpose & Scope:
   This policy is to insure that students understand the importance of moral responsibility, honesty, and personal integrity in the learning process.

B. Definition(s):
   The purpose of a university is to provide a quality educational experience for its students. Students are expected to embrace academic integrity: to do their own work in seeking intellectual truth.

C. Policy:
   The University “…fully embraces academic integrity, and therefore does not tolerate cheating, academic impersonation, plagiarism, improper research practices, or dishonesty in publication. Violations of academic integrity will not be ignored and will become part of the student’s permanent academic record at the University,” (From “Academic Integrity” August 28, 1998.)

D. Procedure(s): August 28, 1998

I. An instructor who believes a student has violated academic integrity has an obligation to meet with the student to discuss the charge before assigning a penalty. If the instructor decides the situation warrants no penalty, the matter is concluded. If after talking with the student the instructor believes academic integrity has been violated and assigns a penalty to the student, the instructor must prepare a written record. Charges of violating academic integrity will be handled in this manner;
   A. The instructor will meet with the student to discuss the charge and will prepare a written record (on the Academic Integrity form) of the meeting to be read and signed by the student and the instructor. The instructor keeps a copy, the student keeps a copy, and the instructor sends a copy to Academic Records (or to the Graduate School) to be placed in the student’s permanent file. (The student’s signature indicates merely that the student has read the record and has received a copy.)

   B. If the meeting with the instructor is unsatisfactory to the student, the student may appeal to the department chair within 10 working days. The department chair will then hold a meeting with both the student and the instructor present and will also prepare a written record (on the Academic Integrity form) of the meeting to be read and signed by the student, the instructor, and the chair. Each keeps a copy and the chair sends a copy to Academic Records (or to the Graduate School) to be placed in the student’s permanent file. (The student’s signature and the instructor’s signature indicate merely that each has read the record and has received a copy.)

   C. If the meeting with the department chair is unsatisfactory to the student, the student may appeal within 10 working days to the Dean of the college in which the course is taught. The Dean will then hold a meeting with both the student and instructor present. The Dean will also prepare a written record (on the Academic Integrity form) of the meeting to be read and signed by the student, the instructor, the chair, and the Dean. (In the case of a graduate course, the undergraduate Dean and the graduate Dean will be involved, and the graduate
Dean will prepare the written record.) Each keeps a copy, and the Dean sends a copy to Academic Records (or the Graduate School) to be placed in the student’s permanent file. (The signatures of the student, of the instructor, and of the chair indicate merely that each has read the record and has received a copy.) If the student decides to pursue the Academic Integrity appeals process to the Dean, he/she forfeits the right to drop the course.

D. If the appeal to the Dean is unsatisfactory to the student, the student may appeal to the Academic Integrity Committee. Forms for this appeal may be obtained from the Dean’s Office and must be filed within 30 days of the meeting with the Dean. The Dean will forward the form to the Chair of the Academic Integrity Committee, who will arrange a hearing within twenty-one (21) working days.

E. When the Chair of the committee receives the appeal form from the Dean, he/she will immediately 1) contact the student to arrange for a hearing; 2) contact Academic Records (or the Graduate School) for copies of the records of the preceding meetings; and 3) send copies of these records to all committee members.

II. Academic Integrity Committee
A. Purpose and Function - The purpose of the Academic Integrity Committee is to oversee and implement the academic integrity policy. Specifically, the committee serves as the final level in the appeal process and will render a recommendation to the Provost regarding such academic integrity matters.

B. Membership - The Academic Integrity Committee will consist of one (1) full-time tenured faculty member from each undergraduate college and one (1) full-time tenured faculty member from the Graduate School; one (1) full-time student in good standing from each undergraduate college, one (1) student in good standing from the Graduate School; and one (1) representative from the Provost’s Office, who will serve as Chair. One alternate for each of the above members will be selected according to the same criteria. Alternates are expected to attend all hearings.

1. Faculty members (and alternates) will be selected by the Dean through the appropriate College Council. The Provost will select his/her representative.

2. Appointment to the Committee will be for a period of two years, and members may be re-appointed. In order to create staggered terms, half of the initial appointments will be for one year.

3. Members are expected to attend all hearings and to do whatever work is necessary for a hearing. A member may have two (2) absences in any semester before being dismissed from the Committee and replaced by the appropriate alternate. No member may participate in a final vote unless he/she has attended all hearings of the case.

C. Procedures for Hearings

1. At the beginning of a hearing, the Chair will introduce those present and see that arrangements have been made for keeping an accurate record of the proceedings. If the student fails to appear and does not submit an acceptable excuse to the Chair within 48 hours of the hearing, the student forfeits the opportunity for a hearing, and the professor’s initial recommendation will stand. If the professor fails to appear and does not contact the Chair within 48 hours of the hearing with an acceptable excuse, the professor will forfeit the opportunity for a hearing, the case will be dismissed, and the professor’s penalty eliminated.
2. The faculty member will then present his/her case to the Committee. Next, the student presents his/her case. Either party may have witnesses available. These witnesses will remain outside the hearing room until their testimony is called for.

3. Committee members may question either party or any witness.

4. When the Chair determines that both faculty member and student have presented their cases fully, and when the Committee members have completed their questioning, the Chair will dismiss all those present except for the Committee members who will begin their deliberations.

5. The Committee’s decision will be determined by a majority vote of those present. The standard shall be that of a preponderance of the evidence.

6. Within ten (10) working days, the Chair will submit the Committee’s decision and recommendation to the Provost, to the student, and to Academic Records (or to the Graduate School) to be filed in the student’s permanent record.

7. Within twenty (20) working days, the Provost will inform the student and the Committee of his or her decision whether or not to uphold the Committee’s recommendation. The Provost is free to exercise his or her discretion. The Provost will also send a copy to Academic Records (or to the Graduate School) to be placed in the student’s permanent record.

8. If the student is found innocent of the charge of violating academic integrity, the Provost’s Office will see that all paperwork relating to the charge is removed from the student’s permanent record.

D. If a student is found to have violated academic integrity, sanctions will be applied. If the professor has clearly indicated penalties for violations on a syllabus distributed at the beginning of the course, those penalties will apply, and may include penalties (a) through (d) from the list below. If the professor has not specified any penalties in the syllabus or in other appropriate circumstances where required, the Provost, upon recommendation of the Academic Integrity Committee, will determine which sanction to apply from the list below.

E. List of Sanctions - Any of the following may be applied:
   a. written disciplinary reprimand
   b. a make-up assignment or examination
   c. lower grade or failure on the assignment or exam
   d. failure in the course
   e. suspension from the University for a defined period
   f. notation on transcript
   g. withholding or rescinding a California University of Pennsylvania degree, diploma, or certificate
   h. retroactive failure of the course with a transcript notation of the reason for the grade change

(The above sanctions are adapted with permission from the “Senate Policy on Academic Honesty” August 1995, of York University)

The entire University Policy can be found on the Cal U website: keywords search “academic dishonesty policy”.

M. STUDENTS WITH DISABILITIES
STUDENTS WITH DISABILITIES

Students with disabilities:

- Reserve the right to decide when to self-identify and when to request accommodations.
- Will register with the Office for Students with Disabilities (OSD) each semester to receive accommodations.
- Might be required to communicate with faculty for accommodations, which specifically involve the faculty.
- Will present the OSD Accommodation Approval Notice to faculty when requesting accommodations that involve the faculty.

Office for Students with Disabilities

Requests for approval for reasonable accommodations should be directed to the Office for Students with Disabilities (OSD). Approved accommodations will be recorded on the OSD Accommodation Approval notice and provided to the student. Students are expected to adhere to OSD procedures for self-identifying, providing documentation and requesting accommodations in a timely manner.

Contact Information:

- Location: Azorsky Building – Room 105
- Phone: (724) 938-5781
- Fax: (724) 938-4599
- Email: osdmail@calu.edu
- Web Site: www.calu.edu (search “disability”)

N. DISTANCE EDUCATION

California University of Pennsylvania and Clarion University collaborate academic and clinical components of the athletic training program through a distance education model. This model allows students who are enrolled at Clarion University to be a part of California University of Pennsylvania’s athletic training program. Students in the distance education program must be enrolled at California University of Pennsylvania beginning the second year in the program. Pre-professional phase students complete required coursework at Clarion University before applying to the professional phase of the program. Students follow the same criteria as California University of Pennsylvania outlined in the Admission Standards (Part II). Once formal admission into the athletic training program is granted, the students must enroll at California University of Pennsylvania.

Application to the University: Distance education students can apply to California University of Pennsylvania by completing an online application; select Clarion Athletic Training as the major (the application fee is waived when selecting this major). The application should be completed immediately upon being notified of acceptance into the athletic training program.

Degree: The degree of Bachelor of Science with an emphasis in athletic training is granted from California University upon successful completion of the athletic training program and general education courses required by the university (refer to the advising sheet found in Appendix F for course requirements).

Admission: Admission into the professional phase of the athletic training program follows the same criteria
found in Part II of this handbook.

Curriculum: Students enrolled in the distance education program follow the same advising sheet found in Appendix F.

Coursework: Classes are taught primarily by California University of Pennsylvania faculty via iTV (live feed). There are a few athletic training classes that are taught by faculty at Clarion University and are not via iTV. Credits taken at Clarion University (including General Education courses) may be transferred to California University of Pennsylvania to count towards the degree. Contact the Office of Articulation and Transfer for assistance in transferring credits.

Clinical experience: All clinical experiences for students at Clarion University are located at Clarion University or other local affiliated site. Refer to the clinical section of the handbook for other clinical requirements.

Residency: Students studying at Clarion University are not required to engage in coursework or clinical education onsite at California University of Pennsylvania; all coursework and clinical education requirements take place at Clarion University or other local affiliated site.
Part IV

CLINICAL:

STUDENT ROLE AT

CLINICAL EDUCATION SITES
AT Program Clinical Education Plan

The clinical education plan of the Athletic Training (AT) Program was revised during the summer of 2012 in order to come into compliance with the CAATE’s new Standards and Guidelines. The clinical plan is a dynamic document, which can change as circumstances and outcomes warrant. The clinical educational plan is based on the simple to complex model, which requires that students are taught and learn basic concepts first and as time goes on, are exposed to more complex ideas and skills. California University students will be assessed on competencies in the didactic portion of the program and will also be assessed in the Athletic Training Clinical Education classes. Essentially, competencies are taught first in formal didactic and laboratory settings. Students practice skills and demonstrate competence in the field portion of courses (i.e., Clinical Education courses: ATE 204, ATE 305, ATE 405) under the direct supervision of a preceptor. Students continue to practice competencies and are evaluated for proficiency during Athletic Training Clinical Education courses and their field experiences.

The overall clinical education is designed to blend and blur the distinctions between clinical education and field experiences. California’s model is to provide initial clinical education in the laboratory component of formal coursework and to include additional clinical education and practice in the field experiences. Assessment of skills is to be completed in the Athletic Training Clinical Education courses. The plan calls for all preceptors to undergo annual training. Only preceptors are permitted to formally evaluate athletic training students in the clinical setting. Clinical education begins early in the student’s career at California and continues until graduation. Students receive credit for clinical education in six Athletic Training Clinical Education courses, which are taken in each of the last six semesters.

Athletic training is a clinically based field, thus spending time “in the field” is essential for a solid high quality clinical education. To ensure the aforementioned clinical education objectives, the ATS’s clinical experience will be carefully monitored by the preceptor and the clinical education coordinator.

A. CLINICAL EDUCATION ASSIGNMENT PLAN

1. General Objectives

In order to meet accreditation requirements, athletic training students must complete a minimum of two years of clinical education tied to course credit; the California University AT Program requires 6 semesters over three years. These experiences include upper extremity, lower extremity, equipment intensive, general medical rotations as well as experiences with patients of both genders. Sophomore students are assigned to three-week rotations in the fall and five week rotations in the spring that expose them to diverse settings. During the junior and senior years, students receive semester/season long assignments to specific preceptors who are assigned to specific sports. These assignments provide for upper extremity, lower extremity, and equipment intensive experiences. Full semester/season long assignments provide students with the opportunity to provide autonomous care, while under the supervision of a preceptor, that includes, but not limited to, patient evaluations, patient care, and decision making. The maximum ratio of students to a preceptor is 5:1.

2. Definitions:

*Upper extremity experience:* Experiences with the following sports are considered upper extremity experiences: rugby, football, baseball, softball, track and field, swimming, hockey, and basketball.

*Lower extremity experience:* Experiences with the following sports are considered lower extremity experiences: rugby, football, cross country, volleyball, soccer, track and field, hockey, and basketball

*Equipment intensive experience:* Experiences with sports that utilize shoulder pads is considered an equipment intensive experience. In the AT Program, students receive equipment intensive experiences by being assigned to a preceptor during fall or spring football or fall or spring club sports on campus OR to a preceptor at a local high school or college during fall or spring football.

*General medical experience:* Although part of every experience, students receive a formal general medical
experience during the second semester of the junior year by being assigned for a minimum of 6 hours at their campus Student Health Service or local physician’s office. Objectives of this experience include allowing the student to assist with patient intake (taking history and vitals), observing the physician/physician’s assistant/nurse practitioner during the evaluation, diagnosis, and treatment of common general medical conditions. Students will be able to recognize common general medical conditions and will know when a referral to a physician is indicated. Students will write a formal assessment of their experience and submit it to the Clinical Education faculty (ATE 305) at the conclusion of the experience.

On/Off Campus experience: On-campus experience occurs at California University and Clarion University. Students can expect to spend at least one semester at an off campus location with a preceptor.

3. Assignments/Clinical Expectations

Pre-Professional phase students receive no formal clinical assignments; they must complete the pre-professional observation requirement as part of their application to the professional phase. Second year students receive three-week assignments to California University preceptors during the fall semester and 5 week assignments during the spring semester. During the fall of the second year, the students are developing proficiency in the skills in which they demonstrated competence in during the first year courses. During the spring of the second year, students develop proficiency of those skills learned during the fall. Third and fourth year students are assigned on a semester basis to a preceptor in a field experience. During their field experiences, the preceptor assists the student is achieving proficiency of skills being taught and evaluates previously taught skills for proficiency. This approach provides students with the opportunity to demonstrate knowledge and skills on a continuum and over the course of time.

Students must demonstrate clinical proficiency in skills before being permitted to perform them on patients. The following is a timeline when students have been formally instructed and formally assessed on athletic training clinical skills as part of the curriculum.

<table>
<thead>
<tr>
<th>Timeline for Proficiency Completion</th>
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<tbody>
<tr>
<td>Fall Sophomore</td>
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<tr>
<td>Spring Sophomore</td>
</tr>
<tr>
<td>Fall Junior</td>
</tr>
<tr>
<td>Spring Junior</td>
</tr>
<tr>
<td>Fall Senior</td>
</tr>
<tr>
<td>Spring Senior</td>
</tr>
</tbody>
</table>

Third and fourth year students are assigned to a variety of preceptors in order to ensure that each student receives exposure with upper extremity (UE), lower extremity (LE), and equipment intensive (EI) experiences. Every effort is made to ensure that students also receive a cross gender experience. Students usually receive an off-campus experience as well. General medical exposures are threaded throughout all of the other (UE, LE, EI) experiences but are specifically addressed during the spring semester of the third year. Students complete a minimum of 6 hours of general medical experiences at the campus health center and/or a local physician’s offices.

Students are assigned to each clinical experience for the duration of the semester unless otherwise noted. Students are, therefore, expected to complete the full semester of the clinical assignment regardless of the total number of hours accumulated during the semester. Failure to continue to attend the clinical experience once the minimum number of clinical hours has been achieved (in each semester) will result in disciplinary action or even dismissal from the program for unprofessional behavior.
Athletic training students (ATS) are required to complete a minimum of 150 clinical hours per semester and are not to exceed 500 hours per semester. Students completing less than 150 hours in a semester will receive an incomplete in that clinical education course until the minimum 150 hours are completed. Clinical hours should ensure that the ATS emerges as a competent entry-level athletic trainer; however, they should not be required to perform an unreasonable amount of hours. Athletic training is a clinically based field, thus spending time “in the field” is essential for a solid high quality clinical education. Further, this requirement will ensure that the ATS is better prepared and aware of the time commitment that the profession of athletic training mandates. To ensure the aforementioned clinical education objectives, the ATS’s clinical experience will be carefully monitored by the preceptor and clinical education coordinator.

Each spring, prior to finals week, the Program Director will make student clinical assignments for the upcoming fall. The assignments follow the schedule below:

<table>
<thead>
<tr>
<th>Sophomores</th>
<th>Fall</th>
<th>5 Three week rotations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spring</td>
<td>3 Five week rotations</td>
</tr>
<tr>
<td>Juniors</td>
<td>Fall</td>
<td>UE or LE or EI</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>UE or LE or EI and General medical experience</td>
</tr>
<tr>
<td>Seniors</td>
<td>Fall</td>
<td>UE or LE or EI</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>UE or LE or EI</td>
</tr>
</tbody>
</table>

Assignments are based upon the students’ need to fulfill the upper extremity (UE), lower extremity (LE), and equipment intensive (EI) experiences.

B. CLINICAL EDUCATION ASSESSMENTS

The following schedule of assessments will be conducted:

- Preceptor evaluation for **Sophomores** every 3 weeks in the fall and every 5 weeks in the spring
- **Sophomore** Self Assessment: mid-term and final week of clinical assignment
- Preceptor evaluation for **Juniors and Seniors** at mid-term and final week of clinical assignment
- **Junior and Senior** Self Assessment: mid-term and final week of clinical assignment

NOTE: The above evaluations will be counted in the grading system of each clinical education course in which the student is enrolled. Thus, the evaluation of a student will be reflected in the clinical education course final grade.

- Athletic Training Clinical Site Evaluation performed by students annually
- Off-Campus Clinical Site Evaluation performed by faculty yearly
- Evaluation of the preceptor by the athletic training student(s)
- Student evaluation of the General Medical Experience performed yearly

NOTE: All evaluation forms can be downloaded from ATrack

C. ORIENTATION

Student orientation of each clinical site must take place with the student’s preceptor. The clinical orientation document is located in Appendix G. The document must be signed by the preceptor and student upon completion of the orientation. It is the student’s responsibility to submit the signed document to his or her respective clinical education instructor.
D. **UTILIZING SKILLS**

The clinical site is the athletic training students’ opportunity to promote and engage in learning. Students should take initiative to engage in learning opportunities that are within the scope of the licensed athletic trainer in the Commonwealth of Pennsylvania AND while being supervised by a California University of Pennsylvania approved preceptor. Students can perform a skill ONLY after they have formally learned the skill/proficiency in the classroom AND have been successfully evaluated and declared as being proficient in the skill.

*Example of when a student can begin evaluating a lower extremity injury/pathology:* A student was taught how to evaluate an ankle injury and has been evaluated in the classroom/laboratory and deemed proficient to perform the skill in the clinical setting.

*Example of when a student CANNOT perform a skill:* the student has not received formal training in the classroom and, therefore, has not been evaluated on the skill OR the student did not satisfactorily pass the evaluation of the skill taught in class.

E. **DRESS CODE**

To promote and increase a professional atmosphere, the following dress code will be strictly enforced. Your attire reflects you as a professional and representative of the California University Athletic Training Program:

1. **Athletic Training Room** – proper attire should consist of a program approved polo shirt, casual dress pants, (black, khaki, etc.) or shorts when permitted / necessary as deemed appropriate by the preceptor.
2. **Practices** - athletic training students must wear a program approved practice shirt, sweatshirt, shorts, or pants and clean athletic shoes. Approved colors for clothing are red, black, white, gray, or tan (khaki) OR specific to off-campus sites’ school colors.
3. **Games** - athletic training students must wear approved game shirts and shorts or pants for all home and away contests. Approved game wear is dependent upon your preceptor.
4. **Hats** - Hats must be an approved color and per the discretion of the preceptor.

Check with your preceptor for additional dress code policies for your specific clinical education site.

Violations will result in application of the discipline code, as described below.

Piercings are allowed; however, they must not interfere with your safety or the safety of patients. Further, they should not be distracting and/or unprofessional. It is at the preceptor’s discretion as to whether piercings of any sort can be worn at your clinical site.

F. **DAYS OFF POLICY**

Each athletic training student is required to have one (1) day off per calendar week, which should not exceed 13 consecutive days prior to having a day off. A day off is considered no contact or interaction with his or her clinical assignment. Travel to or from a competition as well as travel preparation (packing or unpacking) is NOT considered a day off. It is the athletic training student’s responsibility to schedule his or her day off with the preceptor.

G. **HOURS POLICY**

Athletic training students (ATS) are required to complete a minimum of 150 clinical hours per semester and are limited to a maximum of 500 clinical hours per semester. Students completing less than 150 hours in a semester will fail that semester’s clinical education course. Clinical hours are not restricted to a maximum per week. Clinical hours should ensure that the ATS emerges as a competent entry-level athletic trainer; however, they should not be required to perform an unreasonable amount of hours. Atrack will only allow a 14 day maximum of retro activity, hence hours should be entered into the system on a weekly basis at the very least.
Students are expected to attend fall preseason clinical experiences if their preceptor deems appropriate. Hours accrued during preseason can be counted towards minimum and maximum hours for the upcoming semester.

H. PRESEASON/POSTSEASON/HOLIDAY BREAK

Students who have been formally admitted to the AT Program are required to attend clinical hours during preseason as long as their preceptor is onsite for proper supervision as outlined by the CAATE. Holiday clinical hours are not required; however, students must contact their preceptor to work out any details prior to leaving for holiday breaks (e.g., when the last day is prior to the break and when the student is expected to return). Students are required to attend post-season clinical hours as long as these hours do not fall over a holiday or post semester (in this event, students should follow the holiday requirements stated above). If the student wishes to attend clinical hours over holidays or post semester, they may do so under no obligation; however, they are responsible for contacting their preceptor to work out their schedules.

Hours accrued during holiday breaks and post-semester will count towards the upcoming semester’s requirements for students’ respective Clinical Education Course.

I. INCLEMENT WEATHER/UNIVERSITY CLOSING

University closings can occur due to weather OR other incidents isolated to California University.
1. Students are to use their discretion when required to travel to their clinical experiences during inclement weather.
2. When California University closes or classes are cancelled, students are not to report to their clinical site IF their clinical experience is with a Cal U preceptor (Cal U athletic team or PTI clinic). If the students’ clinical experience is off campus, the students should contact their preceptor to determine if they should attend.
3. Open communication with preceptors is paramount during these times.

J. TRAVEL POLICY

1. Student travel is expected AND based on the preceptor/clinical site policies.
2. Under no circumstance are students to stay in the same hotel room as their preceptor.
3. Students MUST be under the supervision of their preceptor during travel (i.e., bus, airplane, etc), IF they are expected to perform duties that fall within the domains of athletic training.
4. If students travel on a team bus/airplane AND have access to athletic training equipment (student records, modalities, AT kit, etc.) they must be supervised by their preceptor.

K. PROFESSIONAL LIABILITY INSURANCE

Athletic training students are required to purchase professional liability insurance each year. In order to remain in good standing in the AT Program, each athletic training student must pay a $15 premium prior to the beginning of the fall semester of each school year. Cash, check, or money order can be made out to SAI. Failure to submit the insurance premium will result in the student’s suspension from the clinical component of the program until premium is paid.

L. PROFESSIONAL EXPECTATIONS DURING CLINICAL ASSIGNMENTS

Clinical education and assignment to a preceptor is a privilege. We appreciate our clinical sites and preceptors and should treat them with respect as if this were your place of employment.

1. Act in a professional manner at all times.
2. Sitting on the practice field or gymnasium, studying while in the clinical setting unless approved by your
preceptor, or falling asleep will not be tolerated.

3. Communicate with your respective preceptor as to the report time that educational opportunities may exist. Contact your preceptor if you will need to miss a day(s) at your clinical site.

4. Professionally communicate with all coaches, athletes, and other medical personnel.

5. Maximize the clinical experience time.

6. Portable devices such as cell phones, tablets, smart phones, computers, etc., are permitted for educational and professional purposes only.

7. Computers in educational facilities are not to be used for personal use. They are permitted for educational and professional purposes only.

8. Each preceptor will have his or her own expectations for you during your clinical assignment. Be sure to speak with your preceptor regarding the above and any additional expectations he or she may have.

M. CLINICAL SITE/ATHLETIC TRAINING ROOM RESPONSIBILITIES

Students are to check with their preceptor to review site-specific duties and responsibilities.

N. CONFLICT RESOLUTION

Most conflicts between a student and preceptor can be managed through appropriate communication. Students are encouraged to ask the preceptor for a meeting to discuss the conflict. To avoid causing a defensive reaction from the preceptor, be professional and avoid words that attack or accuse: “you are…”, “you should…”, “why won’t you…”. Rather, make the conversation about how you can make the situation more positive: “I’m having a hard time with taking initiative. Can you help me?”; “I’d like to become more involved, can you help me?”.

However, there are times that this approach will not work or you do not feel comfortable approaching your preceptor. In this case, you should contact the clinical education coordinator for assistance. If the clinical education coordinator is not available, contact the program director.

O. INTERCOLLEGIATE SPORTS PARTICIPATION AND ATHLETIC TRAINING

Due to the time commitment required for athletic training, it is extremely difficult to simultaneously participate in an intercollegiate sport during the Professional Phase of the AT curriculum. Students who decide to participate in an intercollegiate sport may need up to two additional semesters to complete the program. Students wishing to participate in an intercollegiate sport should contact the Athletic Training Program Director to determine an appropriate curriculum plan.

P. CLUB/INTRAMURAL SPORTS/EXTRA-CURRICULAR ACTIVITIES/EMPLOYMENT AND ATHLETIC TRAINING

Club sports and intramurals are considered extracurricular events that are encouraged for all students at Cal U/Clarion. It should be noted, however, that the Athletic Training Program will require many hours of your time. When selecting extracurricular activities, keep your time commitments in mind and avoid overextending yourself. As with all extracurricular events, they must not interfere with your Athletic Training clinical rotations.

Q. OUTSIDE EMPLOYMENT AND ATHLETIC TRAINING

Outside employment during the Professional Phase of the AT Program is very difficult. Athletic training requires many hours in the classroom as well as in the clinical setting. Athletic training students are expected to make athletic training a priority. Outside employment must not interfere with assigned athletic training clinical rotations. You should not request time off from your assigned clinical rotation for the purposes of outside employment.
R. DRUG AND ALCOHOL POLICY

Students who show up to a clinical assignment under the influence of illicit drugs and/or alcohol, or are found using illicit drugs and/or alcohol while at a clinical site, will immediately be placed on two weeks probation, or further disciplinary action as determined by the AT Program Director.

S. RELATIONSHIPS WITH COACHES/STUDENT-ATHLETES/STAFF

It is important that students develop professional relationships with the coaches, patients and staff of teams at the clinical educational assignments. You should discuss how to handle coach, patient, and staff questions with your preceptor. Generally, student interaction with coaches and staff should increase as more clinical experience is gained. Occasionally some interactions can present difficult situations. If a student has a difficulty with a coach, student-athlete, or staff member, he/she should make this known to the preceptor immediately.

Personal relationships with student-athletes, graduate assistants assigned to the site and/or coaches is discouraged. Relationships that create an unprofessional clinical environment will be dealt with by the AT Program Director and/or the Clinical Education Coordinator.

T. ABSENCE FROM CLINICAL RESPONSIBILITIES

Presence at clinical rotations is a critical component of the educational success of the athletic training student. Therefore, students are expected to attend their clinical assignments according to their pre-determined schedule set by the preceptor during their initial conference with the student. Students should expect to attend most practices and competitions for the team/preceptor to who they are assigned. When selecting class schedules, students should attempt avoid classes that meet during traditional clinical times. Students should communicate regularly with their preceptor to determine their schedules and potential conflicts, and they should plan ahead if needing to miss clinical times due to class conflicts or heavy academic schedules during particular weeks. Discuss reasonable clinical arrival/departure times with your preceptor so you do not jeopardize class times. As well, your schedule should be such that you are given a reasonable time to grab a bite to eat between class and your clinical assignment. If an emergency situation arises that a student cannot attend a scheduled clinical experience, he/she should contact his or her preceptor and notify them of the situations immediately or within a reasonable amount of time. Repeated absences or tardiness will not be tolerated and will be reflected in clinical evaluation and, therefore, the Clinical Education course grade. Excessive tardiness or absence may result in disciplinary probation, dismissal from the clinical site, and/or an “unsatisfactory” grade in the respective Clinical Education course.

U. FIRST RESPONDER POLICY

Students are always supervised by a preceptor during field and clinical experiences. In the unlikely event that the student is not supervised for a brief period of time at a field experience, the student is required to act as a Pennsylvania Emergency Medical Technician OR Emergency Medical Responder EMR (3rd & 4th year students). All 2nd year students are required to successfully complete the PA EMT or EMR certification examination during the second year.

Failure to pass the EMR course and the state certification examination will preclude the student from being assigned to clinical experiences during their Junior and Senior year OR until this requirement is met. When unsupervised, athletic training students are permitted to fulfill the functions specifically empowered to them by the commonwealth law governing EMTs and EMRs. This includes providing primary and secondary assessments, immediate care, and transport decision-making of injured athletes. Students are never permitted to provide modalities, therapeutic exercise, or make return to play decisions without direct supervision by a preceptor.
V. EMERGENCY ACTION PLANS

Each clinical education site is to have a copy of its emergency action plan accessible and visible. Emergency action plans can be found in the athletic training room closest to the clinical site OR other pre-determined location. As part of the student’s orientation (Appendix G) to each site, they must acknowledge they know where the EAP is located and what his or her responsibility(s) is.

Appendix H contains emergency action plans for on-campus athletic training education facilities. Refer to each clinical education off-campus site for its emergency action plan.
PART V

Student Health and Safety

POLICIES AND PROCEDURES

California University of Pennsylvania
Environmental Health and Safety
Campus Mailbox 39
250 University Avenue
California, PA 15419-1394
724-938-4411
724-9384412 (f)

http://www.calu.edu/faculty-staff/administration/ehs/ehs-programs/index.htm
A. EMERGENCY OPERATIONS PLAN

Quick Reference Guide for Emergencies:

This guide is to assist faculty, staff and students in responding to a variety of emergency situations they may encounter at California University (Cal U) while working, attending classes or events, or living on campus. Please become familiar with the contents of this guide. In the event of an emergency, it is designed to serve as a quick reference for effective action. New employees and students should be made aware of this guide during orientation. If there are any questions or comments regarding this guide, please contact the Director of Environmental Health and Safety at 724-938-4411.

In order to protect yourself and others, each Cal U faculty member, staff member and student should know what to do in an emergency. Your response to any incident must focus on minimizing injury and loss of life. Do not jeopardize your safety or the safety of others to protect the physical assets of the University.

To reach California University Police/Fire, call 724-938-4299; for an ambulance, call 911.

Click the following link or copy and paste it to your web browser to ACCESS THE UNIVERSITY’S GUIDE FOR EMERGENCIES:

Students who are injured or have been exposed to potential bloodborne/infectious pathogens during or at their clinical assignments (regardless if the site is on campus or off campus) must follow these procedures to ensure proper university support.

When minor injury or illness occurs, victims should be encouraged to report to the Health Center for evaluation, and to complete appropriate injury reports (i.e., Report of Occupational Injury or Illness, Student/Visitor Injury Report). If serious injury or illness occurs, immediately call 911 and contact the Office of Public Safety at extension 4299 and provide your name, the nature and severity of the medical problem, and the campus location of the victim.

While waiting for assistance, trained personnel should quickly perform the following steps:

- Keep the victim still and comfortable, but DO NOT MOVE THE VICTIM.
- Ask the victim, “Are you okay?”
- Check breathing and give artificial respiration, if necessary.
- Control serious bleeding by direct pressure on the wound.
- Continue to assist the victim until help arrives.
- Look for emergency medical I.D.
- Give all information to the medical response team.

NOTE: Only trained personnel should provide first aid treatment (i.e., first aid, CPR)

In cases where multiple injuries or illnesses occur, contact the Office of Public Safety at extension 4299. The responding officer will escort nurses to the scene and will call for ambulances, as necessary. Immediate identification and classification of sick and injured and the establishment of priorities will be undertaken. Cases of highest priority will receive immediate attention and transportation on the basis of triage classification previously established by the Health Center. Off-campus emergency medical teams will assume responsibility for patients assigned to them by the Health Center person in charge at each emergency site.
B. OSHA AND BLOODBORNE PATHOGEN TRAINING

All students must complete an annual OSHA and Bloodborne Pathogen Training. The self-paced training is distributed in the students’ respective Clinical Education course during the first week of class and requires the students to complete a quiz; acceptable completion is a score of 90% or higher.

OSHA Guidelines and Universal Guidelines to be followed by students at all clinical sites.

The theory of Universal Precautions is that you use safety barriers in handling blood/body fluids of all patients, regardless of their diagnosis.

I. Barrier Precautions
   a. Hand washing

   Thorough washing of hands is the single most important measure for the prevention of transmission of infections.

   Washing of hands should occur:
   (1) Between athlete contacts
   (2) If contamination with blood or body fluids occur
   (3) Before and after glove use
   (4) Prior to eating
   (5) After using toilet facilities
   (6) After coughing or sneezing
   (7) After infectious waste disposal
   (8) Anytime hands are visibly soiled

   Hands should be washed using friction with soap and hot running water for at least 10-20 seconds.

   b. Gloves

   Gloves must be available in patient care areas.

   Gloves must be worn for handling blood/body fluids for patients in the following situations:

   (1) Handling soiled items
   (2) Touching or cleaning soiled surfaces
   (3) Performing invasive and vascular access procedures
   (4) Handling blood/body specimens and fluid containers
   (5) Changing dressings
   (6) Touching mucous membranes or non-intact skin

   d. Masks and Protective Eye wear

   Masks and protective eye wear should be worn:

   (1) During procedures likely to generate splashes of droplets of blood or body fluids.
   (2) During direct, sustained contact with a patient who is coughing extensively or is being suctioned.

   e. Prevention of Needle Sticks
The following precautions to prevent injuries caused by needles, scalpels, or other sharp instruments should be taken:

1. Needles should not be recapped, bent or broken by hand, removed from disposable syringes or otherwise manipulated by hand.
2. Used needles and sharps should be discarded immediately after use in puncture resistant containers.
3. Prevention is the key - a vaccine is available to prevent Hepatitis B.

II. Students with exudative lesions or dermatitis should refrain from both direct athlete care and handling of athletic equipment until the condition is resolved.

III. Using gloves, contaminated surfaces or equipment should be washed with soap and water and disinfected using a 1:10 solution of bleach.

IV. Garbage soiled with blood or body fluids should be placed in a plastic bag using gloves and discarded using the clinical site’s policy for dealing with infectious waste.

VI. Blood and body fluid specimens should be collected using gloves and transported in containers secured against leakage.

VII. Linen soiled with blood and body fluids should be:

   - Handled with gloves
   - Separated from unsoiled linen
   - Washed with detergent and bleach (if material is colorfast)
   - Washed with hot water
   - Machine dried (hot cycle)

   Disinfectant Solution: Mix one part bleach with 10 parts water for equipment or surfaces

   Laundry: Use one cup bleach per load

C. COMMUNICABLE DISEASE POLICY AND PROCEDURES

Policy:

In order to provide consistent and competent care for athletic training students as well as protection and quality care for clients, healthcare procedures are established for students with communicable disease. These procedures are intended as a guideline, and students should consult with individual faculty/staff for additional clarification and/or directions.

Procedure:

1. Students with contagious or potentially contagious illnesses should inform their supervising athletic trainer/preceptor to discuss participation in classroom, clinical, or laboratory experiences.

2. If a student develops a debilitating medical condition that may impact the safety of a student or client, the student must inform the Clinical Education Coordinator prior to direct patient care. The technical standards (Appendix B) for athletic training students will be used as a guide for determining the ability of a student to continue safely providing care.

3. At any time if a student develops a condition that warrants advanced medical care, the student will be referred to student health services and any further determined medical services as needed.
D. POTENTIAL FOODBORNE ILLNESS OUTBREAKS PROTOCOL

Any potential foodborne illness outbreak that may occur at California University of PA must be evaluated and investigated as soon as there is suspicion of a foodborne illness outbreak. The possible affected population includes students, faculty, and staff, including contracted staff, of the University.

The Environmental Health and Safety Office (EHS) responds to all reports of suspected foodborne illnesses implicating food sold or served on campus property. The goals for this program are as follows:

- Identify the foods (if applicable) responsible for the illness.
- Collect accurate and complete information from the person(s) involved.
- Collect samples of the suspected food (when possible and appropriate).
- Identify possible contributing factors.
- Correct the improper food handling practices or eliminate identified product sources that may have contributed to the illness.

Those responsible for participating in the evaluation and investigation of potential foodborne illness outbreaks include representatives from the following units:

* University Wellness Center
* University Environmental Health and Safety
* University Food Service Liaison
* University’s Food Service Vendor
* PASSHE Food Service Consultant
* PA Department of Agriculture
* PA Department of Health
* University Office of Public Affairs

E. PROTOCOL FOR RESPONDING TO ILLNESSES

Any illness that may occur at California University of PA must be evaluated and investigated as soon as there is suspicion that the illness may be a result of the campus environment or may be contagious. The possible affected population includes students, camp participants, coaches, and staff, including contracted staff, of the University. Students should report the illness to the student health center.

<table>
<thead>
<tr>
<th>AGENCY</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Health Center</td>
<td>724-938-4232</td>
</tr>
<tr>
<td>Environmental Health and Safety</td>
<td>724-938-4411</td>
</tr>
<tr>
<td>Public Affairs</td>
<td>724-938-1540</td>
</tr>
<tr>
<td>Inventory and Risk Management</td>
<td>724-938-4477</td>
</tr>
<tr>
<td>PA Department of Health</td>
<td>412-565-5101</td>
</tr>
</tbody>
</table>
PART VI

GLOSSARY
The following definitions are taken from the *Standards for the Accreditation of Professional Athletic Training Programs (2012)* and the Athletic Training Program at California University of PA

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ability to Intervene</strong></td>
<td>The preceptor is within the immediate physical vicinity and interact with the ATS on a regular and consistent basis in order to provide direction and correct inappropriate actions. The same as being “physically present.”</td>
</tr>
<tr>
<td><strong>Academic Catalog/Bulletin</strong></td>
<td>The official publication of the institution that describes the academic programs offered by the institution. This may be published electronically and/or in paper format.</td>
</tr>
<tr>
<td><strong>Academic Plan</strong></td>
<td>The document that encompasses all aspects of the student’s classroom, laboratory, and clinical experiences. Also called a specimen program or curriculum plan.</td>
</tr>
<tr>
<td><strong>Academic year</strong></td>
<td>Two academic semesters or three academic quarters.</td>
</tr>
<tr>
<td><strong>Affiliate (Affiliated Setting)</strong></td>
<td>Institutions, clinics, or other health settings not under the authority of the sponsoring institution but that are used by the ATEP for clinical experiences.</td>
</tr>
<tr>
<td><strong>Affiliation agreement</strong></td>
<td>Formal, written document signed by administrative personnel, who have the authority to act on behalf of the institution or affiliate, from the sponsoring institution and affiliated site. This agreement defines the roles and responsibilities of the host site, the affiliate, and the student. Same as the memorandum of understanding.</td>
</tr>
<tr>
<td><strong>Appropriate administrative authority</strong></td>
<td>Individuals identified by the host institution and, when applicable, the affiliate who have been authorized to enter an agreement on behalf of the institution or affiliate. The individuals having appropriate administrative authority may vary based on the nature of the agreement.</td>
</tr>
<tr>
<td><strong>Assessment Plan</strong></td>
<td>See Comprehensive Assessment Plan</td>
</tr>
<tr>
<td><strong>Clinical Education</strong></td>
<td>The application of athletic training knowledge, skills, and clinical abilities on an actual patient base that is evaluated and feedback provided by a preceptor.</td>
</tr>
<tr>
<td><strong>Clinical Site</strong></td>
<td>A physical area where clinical education occurs.</td>
</tr>
<tr>
<td><strong>Communicable disease</strong></td>
<td>A contagion that may be directly transmitted from person-to-person or by a person from an inert surface.</td>
</tr>
<tr>
<td><strong>Comprehensive Assessment Plan</strong></td>
<td>The process of identifying program outcomes, collecting relevant data, and analyzing those data, then making a judgment on the efficacy of the program in meeting its goals and objectives. When applicable, remedial or corrective changes are made in the program.</td>
</tr>
<tr>
<td><strong>Contemporary Instructional Aid</strong></td>
<td>Instructional aids used by faculty and students including, but not limited to, computer software, AED trainers, and Epi-Pen trainers.</td>
</tr>
<tr>
<td><strong>Contemporary Information Formats</strong></td>
<td>Information formats used by faculty and students including electronic databases, electronic journals, digital audio/video, and computer software.</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Course/coursework</strong></td>
<td>Courses involve classroom (didactic), laboratory, and clinical learning experience.</td>
</tr>
<tr>
<td><strong>Curricular Plan</strong></td>
<td>See Academic Plan</td>
</tr>
<tr>
<td><strong>Degree</strong></td>
<td>The award conferred by the college or university that indicates the level of education (baccalaureate or masters) that the student has successfully completed in athletic training.</td>
</tr>
<tr>
<td><strong>Didactic Instruction</strong></td>
<td>See: Formal classroom and laboratory instruction.</td>
</tr>
<tr>
<td><strong>Direct Patient Care</strong></td>
<td>The application of athletic training knowledge, skills, and clinical abilities on an actual patient.</td>
</tr>
<tr>
<td><strong>Direct Supervision</strong></td>
<td>Supervision of the athletic training student during clinical experience. The ACI preceptor must be physically present and have the ability to intervene on behalf of the athletic training student and the patient.</td>
</tr>
<tr>
<td><strong>Directed Observation Athletic Training Student</strong></td>
<td>A student who may be present in an athletic training facility, but not necessarily enrolled in the athletic training major, who is required to observe the practices of a Certified Athletic Trainer. This student may not provide direct patient care.</td>
</tr>
<tr>
<td><strong>Distance Education/Distance learning site</strong></td>
<td>Classroom and laboratory instruction accomplished with electronic media with the primary instructor at one institution interacting with students at other locations. Instruction may be via the internet, telecommunication, video link, or other electronic media. Distance education does not include clinical education or the participation in clinical experiences</td>
</tr>
<tr>
<td><strong>Equitable</strong></td>
<td>Not exact but can be documented as comparable with other similar situations or resources.</td>
</tr>
<tr>
<td><strong>Formal Instruction</strong></td>
<td>Teaching of required competencies with instructional emphasis in structured classroom and laboratory environment(s). Same as didactic instruction.</td>
</tr>
<tr>
<td><strong>Faculty</strong></td>
<td>An individual who has full faculty status, rights, responsibilities, privileges, and full college voting rights as defined by institution policy and that are consistent with similar positions at the institution necessary to provide appropriate program representation in institutional decisions. Additionally, faculty are defined as follows:</td>
</tr>
</tbody>
</table>
- **Core faculty** — Administrative or teaching faculty devoted to the program that has full faculty status, rights, responsibilities, privileges, and full college voting rights as defined by the institution. This person is appointed to teach athletic training courses, advise and mentor students in the AT program. At minimum, this must include the Program Director and one (1) additional faculty member. Core full-time faculty report to and are evaluated and assigned responsibilities exclusively by the administrator (Chair or Dean) of the academic unit in which the program is housed.

- **Associated faculty** — Individual(s) with a split appointment between the program and another institutional entity (e.g., athletics or another institutional department). These faculty members are evaluated and assigned responsibilities by two different supervisors.

- **Adjunct faculty** — Individual contracted to provide course instruction on a full-course or partial-course basis, but whose primary employment is elsewhere inside or outside the institution. Adjunct faculty may be paid or unpaid.

<table>
<thead>
<tr>
<th>Fees</th>
<th>Institutional charges incurred by the student other than tuition and excluding room and board.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding Opportunities</td>
<td>Opportunities for which students may participate for reimbursement, but that do not require the students to utilize athletic training skills, to replace qualified staff, and are not required of the academic program.</td>
</tr>
<tr>
<td>General Medical Experience</td>
<td>Clinical experience that involves observation and interaction with physicians, nurse practitioners, and/or physician assistants where the majority of the experience involves general medical topics as those defined by the Athletic Training Competencies.</td>
</tr>
<tr>
<td>Goals</td>
<td>The primary or desired results needed to meet an outcome. These are usually larger and longer term than objectives</td>
</tr>
</tbody>
</table>

**Health Care Professional**

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

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

**Higher education accrediting agency**

- An organization that evaluates post-secondary educational institutions.

**Infectious disease**

- A disease caused by microorganisms entering the body. An infectious disease may or may not be contagious.
<p>| <strong>Laboratory</strong> | A setting where students practice skills on a simulated patient (i.e., role playing) in a controlled environment. |
| <strong>Major</strong> | The designation as a major must be consistent with institutional and system wide requirements. Institutional documents (e.g., catalog, web pages) must list athletic training as a major. |
| <strong>Medical Director</strong> | The physician who serves as a resource regarding the program's medical content. There is no requirement that the medical director participates in the clinical delivery of the program. |
| <strong>Memorandum of Understanding</strong> | Similar to an affiliation agreement, but tends not to include legally-binding language or intent. |
| <strong>Other Health Care Personnel</strong> | See: Health care personnel. |
| <strong>Monetary remuneration</strong> | Direct cash payment received by students for athletic training services and/or time (e.g., hourly wage, work study). |
| <strong>Objectives</strong> | Sub-goals required to meet the larger goal. Generally objectives are more focused and shorter-term than the overriding goal. |
| <strong>Official publication</strong> | An institutional document (printed or electronic) that has been approved by the appropriate institutional personnel. |
| <strong>Outcome (program)</strong> | The quantification of the program's ability to meet its published mission. The outcome is generally formed by multiple goals and objectives. For example, based on the evaluation of the goals associated with the outcomes, each outcome may be measured as &quot;met,&quot; &quot;partially met,&quot; or &quot;not met.&quot; |
| <strong>Outcome Assessment Instruments</strong> | A collection of documents used to measure the program's progress towards meeting its published outcomes. Examples of outcomes assessment instruments include course evaluation forms, employer surveys, alumni surveys, student evaluation forms, preceptor evaluation forms, and so on. |
| <strong>Physical Examination</strong> | An examination performed by an appropriate health care provider (MD, DO, PA, NP) to verify that the student is able to meet the physical and mental requirements (i.e., technical standards) with or without reasonable accommodation as defined by the ADA. |
| <strong>Physician</strong> | A Medical Doctor (MD) as defined by the American Medical Association or a Doctor of Osteopathic Medicine (DO) as defined by the American Osteopathic Association. |
| <strong>Pre-Professional Student</strong> | A student who is not formally admitted into the program. Preprofessional students may be required to participate in non-patient activities as described by the term Directed Observation Athletic Training. |
| <strong>Preceptor</strong> | A certified/licensed professional who teaches and evaluates students in a clinical setting using an actual patient base. |
| <strong>Professional Development</strong> | Continuing education opportunities and professional enhancement, typically is offered through the participation in symposia, conferences, and inservices that allow for the continuation of eligibility for professional credentials. |</p>
<table>
<thead>
<tr>
<th><strong>Program Director</strong></th>
<th>The full-time faculty member of the host institution and a BOC Certified Athletic Trainer responsible for the implementation, delivery, and administration of the AT program.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Release Time (reassigned work load)</strong></td>
<td>A reduction in the base teaching load to allow for the administrative functions associated with functioning as the Program Director and/or clinical coordinator.</td>
</tr>
<tr>
<td><strong>Retention</strong></td>
<td>Matriculating through the AT program culminating in graduation</td>
</tr>
<tr>
<td><strong>Retention rate</strong></td>
<td>A time-based measure of the number of students who are enrolled at the start of the period being studied (e.g., 1 year, 4 years) versus those enrolled at the end of the period. Retention rate is calculated as: number at end/number at start * 100.</td>
</tr>
<tr>
<td><strong>Secondary selective admissions process</strong></td>
<td>A formal admission process used for acceptance into the AT major following acceptance into the institution. Secondary selective admissions is optional and determined by the program.</td>
</tr>
<tr>
<td><strong>Similar academic institution (Syn: Peer institution)</strong></td>
<td>Institutions of comparable size, academic mission, and other criteria used for comparing metrics. Many institutions publish a list of peer institutions.</td>
</tr>
<tr>
<td><strong>Sponsoring Institution</strong></td>
<td>The college or university that offers the academic program and awards the degree associated with the athletic training program.</td>
</tr>
<tr>
<td><strong>Stakeholder</strong></td>
<td>Those who are affected by the program’s outcomes. Examples include the public, employers, the Board of Certification, Inc., and alumni.</td>
</tr>
<tr>
<td><strong>Team Physician</strong></td>
<td>The physician (MD or DO) responsible for the provision of health care services for the student athlete. The team physician may also be the medical director; however, this is not required by the Standards.</td>
</tr>
<tr>
<td><strong>Technical Standards</strong></td>
<td>The physical and mental skills and abilities of a student needed to fulfill the academic and clinical requirements of the program. The standards promote compliance with the Americans with Disabilities Act (ADA) and must be reviewed by institutional legal counsel.</td>
</tr>
</tbody>
</table>
Part VII

APPENDIX
<table>
<thead>
<tr>
<th>Appendix A</th>
<th>Sample Application to the professional phase of the AT Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix B</td>
<td>Technical Standards for Admission</td>
</tr>
<tr>
<td>Appendix C</td>
<td>Memorandum of Understanding</td>
</tr>
<tr>
<td>Appendix D</td>
<td>Hepatitis B Waiver</td>
</tr>
<tr>
<td>Appendix E</td>
<td>Professional Phase Application Checklist</td>
</tr>
<tr>
<td>Appendix F</td>
<td>Curriculum/Advisement Sheet</td>
</tr>
<tr>
<td>Appendix G</td>
<td>Clinical Orientation Document</td>
</tr>
<tr>
<td>Appendix H</td>
<td>Emergency Action Plans for On-campus Education Facilities</td>
</tr>
</tbody>
</table>
Application Instructions: Complete this form by typing in the spaces below. You can then print the form for your own records by clicking on the Print Form button at the top of this page. Then email the form by clicking the Submit by Email button at the top of this page.

Personal Data

Last Name
First Name
Middle Initial

Home Address:

City: State: Zip:

School Address:

City: State: Zip:

Home Phone: School / Cell Phone:

ID#: Date of Birth:

Email Address:

Have you completed a minimum of three days of clinical observation with two different ATCs and one senior athletic training student?  

Yes  No

Overall GPA  ATEP GPA

(Please leave both of these blank. The PD will complete this later).

The following courses are prerequisites in order to make application to the Athletic Training Education Program. Please enter the grade that you have received next to the appropriate course. (If you have not yet completed a course prior to submitting this application, the Program Director will enter this at a later time.

Human Anatomy & Physiology I  Human Anatomy & Physiology II

General Psychology  Current Health Issues

Introduction to Athletic Training
In addition, you must submit the following to the Program Director from the list below (all forms can be downloaded from the Athletic Training Program web page):

1. Two Evaluation Forms Completed By People You have Known For A minimum Of Two Years
2. Submit Transcripts (this will obtained by the Program Director)
3. Pre-Professional Observation Assignment and Interview Responses
4. Signed Technical Standards Form
5. Signed Hepatitis B Waiver Form
6. Signed Appropriate Touching Form

You must also attach to this application a letter explaining "Why I would Like to Pursue Athletic Training as a Profession", which should include your reasons for pursuing this profession, what your future goals are, etc.

In selecting students for this program, the following criteria will be taken into account by the Admissions and Academic Standards Committee:

<table>
<thead>
<tr>
<th>Academic Achievement</th>
<th>Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maturity</td>
<td>Imagination and Creativity</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Communicative Ability</td>
</tr>
<tr>
<td>Dependability</td>
<td>Ability to Plan and Evaluate</td>
</tr>
<tr>
<td>Willingness to Learn</td>
<td>Motivation</td>
</tr>
<tr>
<td>Cooperation</td>
<td>Study Habits</td>
</tr>
<tr>
<td>Time Commitment</td>
<td>Ability to Work with Fellow ATs and Faculty</td>
</tr>
</tbody>
</table>

You are required to interview with faculty members in the Department of Health Science. This interview lasts approximately 15 minutes and takes place in April of each year.

REQUIREMENTS OF THE ATHLETIC TRAINING EDUCATION PROGRAM

Professional phase athletic training students (ATS) are required to complete a minimum of 150 clinical hours per semester. Students completing less than 150 hours in a semester will fail that semester’s clinical education course.

Clinical hours should ensure that the ATS emerges as a competent entry level athletic trainer; however, they should not be required to perform an unreasonable amount of hours. Professional phase students should plan to spend approximately 20 hours per week in clinical experiences during the regular semester and potentially more when school is not in session. Students are assigned to each clinical experience for the duration of the semester unless otherwise noted.

Students are, therefore, expected to complete the full semester of the clinical assignment regardless of the number of hours accumulated during the semester. Fall pre-season times are linked to the Clinical Education courses, thus all incoming juniors and seniors assigned to ATs/ATs with August pre-seasons are not required, but encouraged to attend pre-season camps. Students assigned to ATs/ATs with winter break or post-season responsibilities are strongly encouraged to participate in these opportunities, but will not be required to stay for them. The ATS’s clinical experience will be carefully monitored by the ACI and program director.

It is required that you join the National Athletic Trainers’ Association (NATA) by the start of the fall semester of your sophomore year and maintain membership throughout your academic career until you graduate.

You are required to have a 3.00 GPA to be admitted into the ATEP and you must maintain a 3.00 GPA in Athletic Training and related courses in order to remain on full-time status in the professional phase of the program. Failure to do so will result in a one semester probationary period. At the end of the time, you will then be evaluated again for your continuing status in the program.

All information on policy and procedures relating to the student and the program can be found in the Athletic Training Student Handbook which is available on the department website. ([http://www.calu.edu/academics/programs/athletic-training/files/ATS-Handbook.pdf](http://www.calu.edu/academics/programs/athletic-training/files/ATS-Handbook.pdf))

I understand and agree to comply with the stated regulations in this application and in the student handbook. Failure to do so will result in my dismissal from the Athletic Training Education Program.

APPLICATION DEADLINE: APRIL 24, 2013
Appendix B

Athletic Training Program
Technical Standards for Admission

The Athletic Training Program at California University of Pennsylvania 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 Programs [CAATE]). The following abilities and expectations must be met by all students admitted to the Athletic Training Education Program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program.

Compliance with the program’s technical standards does not guarantee a student’s eligibility for the Board of Certification (BOC) examination.

Candidates for admission to the Athletic Training Program must demonstrate:

1. the mental capability 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.

2. 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 assessment and treatment of patients. Examples include but are not limited to: sufficient strength to perform manual muscle tests, operate goniometers and isokinetic testing devices, utilize electrical and mechanical devices in the treatment of injuries, and transport injured persons.

3. the ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.

4. the ability to record the physical examination results and a treatment plan clearly and accurately typically in handwritten or typed format.

5. the capability to maintain composure and continue to function well during periods of high stress, including but not limited to providing health care during adverse weather conditions and emergencies.
6. the perseverance, diligence, and commitment to complete the athletic training education program as outlined and sequenced.

7. the flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.

8. affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for selection to the athletic training program are required to verify they understand and meet these technical standards or they believe that, with reasonable accommodations, they can meet the standards.

A student who intends to self-identify as a student with a disability to request reasonable accommodations that will not alter the fundamental nature of the coursework/program must present current and appropriate documentation to the Office for Students with Disabilities (OSD). The Office for Students with Disabilities (OSD) will review a student’s documentation and confirm that the documentation identifies the student as a student with a disability under applicable laws. The Office for Students with Disabilities (OSD) reserves the right to request additional documentation.

It is the responsibility of the student to request reasonable accommodations through OSD and to adhere to appropriate OSD procedures. If a student states he/she can meet the technical standards with accommodations, then when the student requests accommodations, OSD will review whether the requested accommodations are reasonable accommodations. A review of the requested accommodations will take into account whether the requested accommodation would jeopardize clinician/patient safety or would fundamentally alter the nature of the program to include but not be limited to: all coursework, clinical experiences and internships deemed essential to fulfilling the graduation requirements of the program. The decision regarding appropriate and reasonable accommodations rests with the Office for Students with Disabilities (OSD).

___________________________________                          ___________________
Signature of Applicant     Date
Appendix C

Memorandum of Understanding
(Student Consent)

Appropriate Touching and Student Patient Protocols

I understand that the Athletic Training (AT) Program is a clinically intensive program of study. I understand that I will be asked to act as a subject so that other students may practice a variety of athletic training techniques. During the course of acting as a subject, I understand that bodily contact between students and subjects and between faculty and subjects will be necessary to facilitate the learning process. I give my consent to act as a subject for faculty demonstration and student practice.

I understand that there is a formal university complaint procedure if I believe that inappropriate touching or contact has occurred. I have received a copy of the university catalog which contains the university’s policies on sexual harassment.

_________________________________________    _____________
Signature of Student                      Date

_________________________________________    _____________
Student Name (print)                      Date
Appendix D

California University
Of
Pennsylvania

Athletic Training Program

Athletic Training Student
Hepatitis B Waiver

Name: _________________________________

I _______________________________________ am aware that I could be exposed to blood-bourne pathogens while working as an athletic training student at California University of Pennsylvania. I have read and completely understand OSHA guidelines regarding universal precautions for blood-bourne pathogens.

The health center on campus offers the Hepatitis B vaccination series. These are highly recommended. These shots (series of 3) are available to you at cost.

Student Signature: _________________________________ Date: _______________
Appendix E

Professional Phase Application Checklist

☐ Pre-Professional Athletic Training Program Application Form
☐ Pre-Professional Recommendation Form (minimum of 2 recommendations)
       Note: recommendations should come from someone you have a professional relationship with. They may (but it is not required) submit with the form a separate letter of recommendation.
☐ Pre-Professional Observation Assignments
☐ Hepatitis B Waiver
☐ Memorandum of Understanding Appropriate Touching
☐ Technical Standards
☐ Bloodborne Pathogen Training
☐ Documentation of Medical Physical Exam with evidence of immunizations. You had to have one submitted to the Health Center for admission to the university. You can simply get a copy of this at the Health Center or have a medical physical performed on your own.
☐ Essay – emphasize why you chose Cal U, the profession of athletic training, what your goals are in the profession, and what sets you apart from other students who are applying (in other words, sell yourself and convince us that you are a worthy candidate for the professional phase of the ATEP). This should be NO MORE than 2 pages double-spaced.
☐ Entrance Exam (date to be announced)
☐ Faculty Interview (date to be announced)
☐ *QPA minimum 2.5 overall (includes all courses including transfer credits)
☐ *GPA minimum 3.0 and a “C” or better in A&P I, A&P II, General Psychology, Current Health Issues, Introduction to Athletic Training

All documents and instructions can be found on the Athletic Training Program Webpage:
http://www.calu.edu/academics/programs/athletic-training/links-resources/pre-professional-phase/index.htm
by clicking on the Athletic Training Student Handbook.

*The program director or designee will calculate each student’s QPA and GPA after the semester has ended. Therefore, the application will not be complete until after grades are submitted to the university. Once scores are calculated, you will receive a letter from the program director stating your status for admission into the professional phase of the ATEP with instructions on how to proceed.
Appendix F

California University of Pennsylvania

Bachelor of Science
College of Education and Human Services
Major: Athletic Training
Major Code: 9504 and 9500

Credits Required: 120
Concentration: Athletic Training
Required Minor: N/A
Required Minor Code: N/A

<table>
<thead>
<tr>
<th>General Education (40/41 Credits)</th>
<th>Additional Requirements</th>
</tr>
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<tbody>
<tr>
<td><strong>Building a Sense of Community</strong></td>
<td><strong>(Not counted toward the General Education requirements)</strong></td>
</tr>
<tr>
<td>UNI 100: First Year Seminar</td>
<td><strong>Special Experience Course (1 course required)</strong></td>
</tr>
<tr>
<td><strong>Composition</strong></td>
<td>#ATE 405: Clinical Education III (2cr)</td>
</tr>
<tr>
<td>#ENG 101: Composition I</td>
<td><strong>Upper-Division Writing Component Courses</strong></td>
</tr>
<tr>
<td>Public Speaking</td>
<td>(2 courses required)</td>
</tr>
<tr>
<td>Student Selected</td>
<td>#ATE 315: General Medical Assessment (3cr)</td>
</tr>
<tr>
<td>Mathematics and Quantitative Literacy (3 credits)</td>
<td>#ATE 460: Sports Medicine Research (3cr)</td>
</tr>
<tr>
<td>***MAT 205: Statistics</td>
<td><strong>Laboratory Course (1 course required)</strong></td>
</tr>
<tr>
<td>Health and Wellness</td>
<td>#HSC 120: A &amp; P II w/Lab (4cr)</td>
</tr>
<tr>
<td>#HSC 115: Current Health Issues</td>
<td><strong>Program Requirements</strong></td>
</tr>
<tr>
<td><strong>Scientific Literacy</strong></td>
<td>Required Major Courses (60 credits)</td>
</tr>
<tr>
<td>Student Selected</td>
<td>Cr</td>
</tr>
<tr>
<td>Humanities</td>
<td>ATE 150: Intro to Athletic Training/lab 4</td>
</tr>
<tr>
<td>Student Selected</td>
<td>ATE 204: Athletic Training Clin. Education I 2</td>
</tr>
<tr>
<td><strong>Fine Arts</strong></td>
<td>ATE 204: Athletic Training Clin. Education I 2</td>
</tr>
<tr>
<td>Student Selected</td>
<td>ATE 215: Evidence Based Practice 3</td>
</tr>
<tr>
<td><strong>Natural Sciences</strong></td>
<td>ATE 225: Evaluative Techniques I w/Lab 4</td>
</tr>
<tr>
<td>#HSC 110: A &amp; P I 4cr</td>
<td>ATE 265: Evaluative Techniques II w/Lab 4</td>
</tr>
<tr>
<td><strong>Social Sciences</strong></td>
<td>ATE 305: Athletic Training Clin. Education II 2</td>
</tr>
<tr>
<td>#PSY 100: Gen Psychology</td>
<td>ATE 305: Athletic Training Clin. Education II 2</td>
</tr>
<tr>
<td><strong>General Education Options</strong></td>
<td>ATE 315: General Medical Assessment 3</td>
</tr>
<tr>
<td>(12 credits)</td>
<td>ATE 330: Therapeutic Exercise w/Lab 4</td>
</tr>
<tr>
<td>*Student Selected 3cr</td>
<td>ATE 400: Orthopedic Evaluations in Sports Med 1</td>
</tr>
<tr>
<td>#PHI 100 OR NUR 120 OR <strong>MAT 181</strong></td>
<td>ATE 400: Orthopedic Evaluations in Sports Med 1</td>
</tr>
<tr>
<td>3cr</td>
<td>ATE 405: Athletic Training Clin. Education III 2</td>
</tr>
<tr>
<td>#CHE 100 OR CHE 101</td>
<td>ATE 405: Athletic Training Clin. Education III 2</td>
</tr>
<tr>
<td>3cr</td>
<td>ATE 425: Admin. Strat. in Athletic Training 2</td>
</tr>
<tr>
<td>#PHI 220 OR SPT 305 OR PHY 121</td>
<td>ATE 440: Pharmacology 2</td>
</tr>
<tr>
<td>3cr</td>
<td>ATE 460: Sports Medicine Research 3</td>
</tr>
<tr>
<td><strong>Ethics and Multicultural Awareness Emphasis Course</strong></td>
<td>HSC 120: A &amp; P II w/Lab 4</td>
</tr>
<tr>
<td><strong>Prerequisite for PHY 101</strong></td>
<td>HSC 275: Functional Kinesiology 3</td>
</tr>
<tr>
<td><strong>Pending approval of new course from math dept</strong></td>
<td>HSC 290: Therapeutic Modalities w/Lab 4</td>
</tr>
<tr>
<td># Pending General Education Approval</td>
<td>HSC 301: Emergency Medical Responder 3</td>
</tr>
<tr>
<td>Indicates a prerequisite needed before taking this course</td>
<td>HSC 325: Physiology of Exercise 3</td>
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**NOTES:** This is hidden text and will not print
Designate at least one general education course under “General Education Options”. This can be a specific course or General Education Menu.
Designate the additional writing course in General Education Options, if approved.

**Free Electives (20 credits)**

**Program Notes:**

Updated: 17 September 2012
**Suggested Eight-Semester Course Sequence**

### Semester 1
- **UNI 100: First Year Seminar** (1 credits)
- **ENG 101: English Comp I** (3 credits)
- **HSC 110: A & P I** (4 credits)
- **PSY 100: General Psychology** (3 credits)
- **General Education Course** (3 credits)

### Semester 2
- **HSC 115: Current Health Issues** (3 credits)
- **ATE 150: Intro to Ath. Training** (4 credits)
- **HSC 120: Anatomy & Physiology II** (4 credits)
- **General Education Course** (3 credits)

### Semester 3
- **ATE 204: Ath. Training Clin Ed I** (2 credits)
- **ATE 225: Evaluative Techniques** (4 credits)
- **HSC 275: Functional Kinesiology** (3 credits)
- **HSC 301: Emergency Med Resp** (3 credits)
- **General Education/Electives** (3 credits)

### Semester 4
- **ATE 204: Ath. Training Clin Ed I** (2 credits)
- **ATE 265: Evaluative Techniques** (4 credits)
- **HSC 290: Therapeutic Modalities** (4 credits)
- **ATE 215: Evidence Based Practice** (3 credits)
- **General Education/Electives** (3 credits)

### Semester 5
- **ATE 330: Therapeutic Exercise** (4 credits)
- **ATE 305: Ath. Training Clin Ed II** (2 credits)
- **ATE 425: Admin Strat in Ath Trng** (2 credits)
- **MAT 205: Statistics** (3 credits)
- **General Education/Electives** (6 credits)

### Semester 6
- **HSC 325: Physiology of Exercise** (3 credits)
- **ATE 315: Gen Medical Assess** (3 credits)
- **ATE 305: Ath Training Clin Ed II** (2 credits)
- **General Education/Electives** (7 credits)

### Semester 7
- **ATE 400: Ortho Evals in Spt Med** (1 credit)
- **ATE 405: Ath Training Clin Ed III** (2 credits)
- **ATE 460: Sports Med Research** (3 credits)
- **ATE 440: Pharmacology** (2 credits)
- **General Education/Electives** (6 credits)

### Semester 8
- **ATE 400: Ortho Evals in Spt Med** (1 credit)
- **ATE 405: Ath Training Clin Ed III** (2 credits)
- **General Education/Electives** (12 credits)
Appendix G
California University of Pennsylvania Athletic Training Program
Clinical Rotation Orientation Check-Sheet

Student Name: __________________________________________ Year in AT Program: ________________
Rotation: ____________________ ACI / CI: __________________________ Date: _____________

Prior to beginning a new clinical rotation, each student must complete instruction on training on the following tasks:

- Orientation to facility/clinical site including the facility’s policies and procedures
- Read and know location of EAP’s, Biohazard containers, first aid supplies, and sanitary facilities.
- First responder policy (refer to ATS handbook)
- Clinical Hour Expectations: (from handbook)
  Students are assigned to each clinical experience for the duration of the semester unless otherwise noted. Students are, therefore, expected to complete the full semester of the clinical assignment regardless of the total number of hours accumulated during the semester. Failure to continue to attend the clinical experience once the minimum number of clinical hours has been achieved (in each semester) will result in disciplinary action or even dismissal from the program for unprofessional behavior.
  Athletic training students (ATS) are required to complete a minimum of 150 clinical hours per semester and no more than 500 clinical hours per semester. Students completing less than 150 hours in a semester will receive an incomplete in that clinical education course until the minimum 150 hours are completed. Clinical hours should ensure that the ATS emerges as a competent entry-level athletic trainer; however, they should not be required to perform an unreasonable amount of hours. Athletic training is a clinically based field, thus spending time “in the field” is essential for a solid high-quality clinical education. Further, this requirement will ensure that the ATS is better prepared and aware of the time commitment that the profession of athletic training mandates. To ensure the aforementioned clinical education objectives, the ATS’s clinical experience will be carefully monitored by the preceptor and clinical education coordinator.
- Students are expected to attend their clinical assignments according to their pre-determined schedule set by the preceptor during their initial conference with the AT Student.
- Students who have been formally admitted to the AT Program are encouraged, but not required, to attend clinical hours during pre-season, holiday and post-season time periods (refer to the ATS handbook for details).
- Days-Off Policy: All AT Program students are required to have one (1) day off per calendar week from clinical responsibilities, which should not exceed 13 consecutive days prior to having a day off. A day off is considered no contact or interaction with his or her clinical assignment. Travel to or from a competition as well as travel preparation (packing or unpacking) is NOT considered a day off. It is the athletic training student’s responsibility to schedule his or her day off with the preceptor.
- Absence from Clinical Responsibilities: Outside employment, club/intramural sports, intercollegiate sports, or extracurricular activities must not interfere with the AT clinical rotation.
- Dress code (practice, event, etc) – refer to ATS handbook
- Site Evaluation Procedures (Done by ATS)
- Student Evaluation Procedures (Done by ACI/CI)
- Problems (who to go to, contact procedures): First discuss situation with preceptor. If issue cannot be resolved, talk to the clinical education coordinator and then to the AT Program Director.
- Recognition of student’s current level of knowledge and agreement that students clinically practice only those skills previously completed in formal class settings
- Constant visual and auditory supervision of the student by the preceptor should be maintained in order to intercede on behalf of the athlete and student

I acknowledge that I have reviewed, discussed, and, therefore, understand the above information with my preceptor.

ATS Signature: __________________________________________ Date: _____________

Preceptor Signature: __________________________________________ Date: _____________

Updated: 17 September 2012
Appendix K

Emergency Action Plans
Have been created for the following locations:

- Adamson Stadium
- Athletic Training Room – Hamer Hall
- Baseball Practice Field
- Convocation Center
- Hamer Hall Gymnasium
- Phillipsburg Center
- Softball Field
- Swimming Pool – Hamer Hall
- Weight Room – Hamer Hall

*Emergency Action Plans for off-campus affiliated sites are available to the ATS on-site before they start their clinical experience.
EMERGENCY ACTION PLAN
ADAMSON STADIUM

IN CASE OF EMERGENCY CALL: 9-1-1
(from campus or cell phone)

Campus Phone Located in Stadium Athletic Training Room
(back side of home bleachers)

1. Tell police you are “...ACTIVATING THE EMERGENCY ACTION PLAN AT ADAMSON STADIUM.”
   - Give following information:
     i. Nature of emergency
     ii. What is being done for the individual
     iii. Who is with the individual
     iv. Where is the individual

2. DIRECTIONS: EMS is to enter through gates located off route 88 just past Vulcan Village Apartments.
   -OR-
   Use Roadman Park Entrance. Follow road past tennis courts and turn right at softball field. Enter through stadium gates into parking area.

3. Send someone to await EMS at designated site.

Emergency Equipment Available at venue:
- AED located on field with Athletic Training staff OR mounted on wall in the stadium athletic training room next to back door.
- CPR Mask located with AED

Transport to Mon Valley Hospital
Public Safety NON-EMERGENCY – 938-4299
If AED is used or maintenance is required, please notify Cal U Environmental Health.
Implemented 10/12/07; mpm
Revised 6/5/08; jmf

Updated: 17 September 2012
EMERGENCY ACTION PLAN
HAMER HALL – ATHLETIC TRAINING ROOM

IN CASE OF EMERGENCY CALL: 9-1-1
(from campus or cell phone)

Campus Phone Located in each faculty members’ office; front desk; on wall under TV on right; and on wall next to Biodex.

1. Tell police you are “…ACTIVATING THE EMERGENCY ACTION PLAN AT HAMER HALL IN THE ATHLETIC TRAINING ROOM.”
   - Give following information:
     i. Nature of emergency
     ii. What is being done for the individual
     iii. Who is with the individual
     iv. Where is the individual

2. DIRECTIONS: EMS is to enter Hamer Hall through front entrance off Hamer Way. Once inside, athletic training room is first door on right.

3. Send someone to await EMS outside main entrance to Hamer Hall, off Hamer Way.

Emergency Equipment Available at venue:
- AED located in the athletic training room on wall in area of front desk
- CPR Mask located with AED

Transport to Mon Valley Hospital

Public Safety NON-EMERGENCY – 938-4299

If AED is used or maintenance is required, please notify Cal U Environmental Health.

Implemented 10/12/07; mpm

Updated: 17 September 2012
EMERGENCY ACTION PLAN
BASEBALL PRACTICE FIELD

IN CASE OF EMERGENCY CALL:  9-1-1
(from campus or cell phone)

Campus Phone Located in Stadium Athletic Training Room
(back side of home bleachers)

1. Tell police you are “...ACTIVATING THE EMERGENCY ACTION PLAN AT THE
   CALIFORNIA UNIVERSITY BASEBALL PRACTICE FIELD.”
   - Give following information:
     i. Nature of emergency
     ii. What is being done for the individual
     iii. Who is with the individual
     iv. Where is the individual

DIRECTIONS: EMS is to enter through Roadman Park Entrance. Field is located to the left.
Meet athletic training member at the tennis courts for access to baseball field.

2. Send someone to await EMS at designated area

Emergency Equipment Available at venue:
   - AED located on home bench with Athletic Training Staff OR mounted on wall in the
     stadium athletic training room next to back door.
   - CPR Mask located in athletic training kit/cart

Transport to Mon Valley Hospital

Public Safety NON-EMERGENCY – 938-4299

If AED is used or maintenance is required, please notify Cal U Environmental Health.
Implemented 10/12/07; mpm
Revised 6/5/08; jmf

Updated: 17 September 2012
EMERGENCY ACTION PLAN
HAMER HALL – GYMNASIUM

IN CASE OF EMERGENCY CALL: **9-1-1**
(from campus phone or cell phone)

**Campus Phone Located in Athletic Training Room – OR – Athletic Trainer has cell phone on floor**

1. Tell police you are “...ACTIVATING THE EMERGENCY ACTION PLAN AT HAMER HALL IN THE GYMNASIUM.”
   - Give following information:
     i. Nature of emergency
     ii. What is being done for the individual
     iii. Who is with the individual
     iv. Where is the individual

2. **DIRECTIONS**: EMS is to enter Hamer Hall through front entrance off Hamer Way. Make left at end of hallway. Use elevator straight ahead to LEVEL B. Exit rear of elevator and enter gym through double doors.

3. Send someone to await EMS outside main entrance to Hamer Hall, off Hamer Way.

Emergency Equipment Available at venue:
- AED – On wall in hallway through double doors under scoreboard.
- CPR Mask located in athletic training kit/cart

**Transport to Mon Valley Hospital**

Public Safety NON-EMERGENCY – 938-4299

If AED is used or maintenance is required, please notify Cal U Environmental Health.

Implemented 10/12/07; mpm

Updated: 17 September 2012
Emergency Action Plan
Phillipsburg Soccer Complex

IN CASE OF EMERGENCY CALL: 9-1-1
(From campus or cell phone)

Campus Phone Located in Stadium Athletic Training Room
(Located in front entrance pavilion)

1. Tell police you are “...ACTIVATING THE EMERGENCY ACTION PLAN AT
   PHILLIPSBURG SOCCER COMPLEX.”
   • Give following information:
     i. Nature of emergency
     ii. What is being done for the individual
     iii. Who is with the individual
     iv. Where is the individual

2. DIRECTIONS: From Wood Street- Turn onto Pennsylvania Avenue. Complex is about 8
   blocks on the left, at the intersection of Pennsylvania Avenue and Orchard Street, California,
   PA 15419

3. Send someone to await EMS at designated entrance site.

Emergency Equipment Available at venue:
   • AED located on the field with Athletic Training Staff
   • CPR mask located with AED

Transport to Mon Valley Hospital

University Police NON-EMERGENCY Call: 938-4299

If AED is used or maintenance is required, please notify Cal U Environmental Health.

Implemented 09/06/11; jmw
Revised 09/15/11; jtd
EMERGENCY ACTION PLAN
SOFTBALL FIELD

IN CASE OF EMERGENCY CALL: 9-1-1
(from campus or cell phone)

Campus Phone Located in Stadium Athletic Training Room
(back side of home bleachers)

1. Tell police you are “...ACTIVATING THE EMERGENCY ACTION PLAN AT THE CALIFORNIA UNIVERSITY SOFTBALL FIELD.”
   - Give following information:
     i. Nature of emergency
     ii. What is being done for the individual
     iii. Who is with the individual
     iv. Where is the individual

2. DIRECTIONS: EMS is to enter through Roadman Park Entrance. Softball field will be on ahead on the RIGHT.

3. Send someone to await EMS at designated area.

Emergency Equipment Available at venue:
   - AED located on home bench with Athletic Training Staff OR mounted on wall in the stadium athletic training room next to back door.
   - CPR Mask located in athletic training kit/cart

Transport to Mon Valley Hospital

Public Safety NON-EMERGENCY – 938-4299

If AED is used or maintenance is required, please notify Cal U Environmental Health.

Implemented 10/12/07; mpm
Revised 6/5/08; jmf

Updated: 17 September 2012
EMERGENCY ACTION PLAN
HAMER HALL – SWIMMING POOL

IN CASE OF EMERGENCY CALL: 9-1-1
(from campus or cell phone)

Campus Phone Located on Wall Outside Coach’s Office

1. Tell police you are “…ACTIVATING THE EMERGENCY ACTION PLAN FOR HAMER HALL AT THE SWIMMING POOL.”
   • Give following information:
     i. Nature of emergency
     ii. What is being done for the individual
     iii. Who is with the individual
     iv. Where is the individual

2. DIRECTIONS: EMS is to enter from the right side of Hamer Hall (faculty parking lot). Doors marked B4, B5, B6

3. Send someone to await EMS outside in faculty parking lot outside doors marked B4, B5, B6.

Emergency Equipment Available at venue:
   • AED located in the swimming office AND in athletic training room on wall in front desk area.
   • CPR Mask located with AED

Transport to Mon Valley Hospital

Public Safety NON-EMERGENCY – 938-4299
If AED is used or maintenance is required, please notify Cal U Occupational Health.

Implemented 10/12/07; mpm
EMERGENCY ACTION PLAN
HAMER HALL – WEIGHT ROOM

IN CASE OF EMERGENCY CALL: 9-1-1
(from campus or cell phone)

Campus Phone Located at Main Desk Next to Double Door Exit

1. Tell police you are “…ACTIVATING THE EMERGENCY ACTION PLAN AT HAMER HALL IN THE WEIGHT ROOM.”
   • Give following information:
     i. Nature of emergency
     ii. What is being done for the individual
     iii. Who is with the individual
     iv. Where is the individual

2. DIRECTIONS: EMS is to enter Hamer Hall through front entrance to left of basketball statue off Hamer Way. Once inside, weight room is on the immediate right.

3. Send someone to await EMS outside main entrance to Hamer Hall, off Hamer Way.

Emergency Equipment Available at venue:
   • AED located in weight room on wall next to the side door (single door).

Transport to Mon Valley Hospital

Public Safety NON-EMERGENCY – 938-4299

If AED is used or maintenance is required, please notify Cal U Environmental Health.

Implemented 10/12/07; mpm