



Athletic Training Program Policies & Procedures Manual 2019-20

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Program Directory

Athletic Training Program Faculty			
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CalU Clinical Athletic Training Faculty			
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Mercedes Himmons, MS, AT	Assistant Athletic Trainer Women's Soccer Women's Basketball	himmons@calu.edu	O: 724-938-5731
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Scott Zema, MEd, AT	Head Athletic Trainer Football	zema@calu.edu	O: 724-938-4562 C: 724-884-5104
Graduate Assistant Athletic Trainers			
Sean Adams, AT			
Affiliated Clinical Sites: Preceptors			
Sam Debias, MS, AT	California High School		
Joe Graceffo, MS, AT	Upper Saint Clair High School		
Jennifer Kostik-Johnson, DPT, ATC	NovaCare Physical Therapy		
Mike Lesako, MS, AT	W&J College		
Sarah Pappapietro, MS, AT	TJ High School		
Thamar Perry, MS, AT	Ringgold High School		

I. Program Mission

The mission of the Professional Athletic Training 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 program 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.

Program Outcomes & Objectives

1. Program graduates will be prepared to sit for and pass the BOC Exam.
2. Program graduates will be adept at using technology in the delivery of athletic training services.
3. Program graduates will appreciate the importance of continuing education.
4. Program graduates will be able to interpret and utilize research in the delivery of athletic training services.
5. Program graduates will be prepared to make patient care decisions based on the domains of athletic training.
6. Program graduates will be prepared to practice as an athletic trainer in a professional and ethical manner as outlined in the NATA and BOC code of ethics.
7. Prepare students to enter an entry-level athletic training position in a variety of employment settings.

Program Objectives

Students will be able to:

1. demonstrate foundational behaviors of professional practice in athletic training as defined by the NATA Competencies.
2. understand evidence-based practice concepts in athletic training.
3. demonstrate knowledge and skills in all educational competency areas.
4. have knowledge in professional development and responsibility of the entry level athletic trainer according to state and national regulations.
5. demonstrate proficiency in clinical skills and knowledge consistent with their academic level.
6. identify their own personal and professional deficiencies and strengths prior to registering for the BOC Exam.
7. demonstrate use of technology used for preventing, evaluating, treating, diagnosing, and managing orthopedic and general medical pathologies.
8. apply clinical skills on actual patients that provide progressive amounts of supervised autonomy during clinical assignments.
9. perform skills in a clinical environment that is conducive to learning.

II. 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. This contract has expired and the program will teach out the remaining cohort; Class of 2020.

Degree: The degree of Bachelor of Science in athletic training is granted from California University upon successful completion of the athletic training program and general education courses required by the university.

Curriculum: Students enrolled in the distance education program follow the same curricular outline (see *Academics* section)

Coursework: Classes are taught primarily by CalU faculty via iTV (live feed). There are a few athletic training classes that are taught by faculty at Clarion University. 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 Education* section of this manual for other clinical requirements.

Communication: Students need to set up their CalU email addresses to be forwarded to their Clarion email accounts. All email communication with faculty, preceptors, etc, must come from your Clarion or CalU email accounts.

Clarion distance education students are held to the same standards and expectations as stated in this Policies & Procedures Manual.

III. Student Code of Conduct

Students are expected to conduct themselves in a professional manner at all times. Honesty and respect towards fellow students, patients, coaches, preceptors, athletic trainers, physicians, athletic department personnel, officials, and faculty must be demonstrated at all times. Unprofessional conduct will not be tolerated. Violation of the Athletic Training Code of Conduct will result in disciplinary action. Students must follow the policies and procedures described in this document and abide by the Pennsylvania State Medical Board Bylaws, the NATA Code of Ethics (regardless of membership status), the BOC's Standards of Professional Practice, and adhere to CalU's Student Code of Conduct.

Students must download, read, and save the following documents, which are considered a part of this manual:

California Academic Integrity Policy:

- <https://www.calu.edu/inside/policies/files/undegraduate/Academic%20Integrity.pdf>

Pennsylvania State Practice Act

- <http://www.pacode.com/secure/data/049/chapter18/subchapHtoc.html>

NATA Code of Ethics

- <http://www.nata.org/codeofethics>

BOC Standards of Professional Practice

- http://www.bocac.org/system/document_versions/versions/154/original/boc-standards-of-professional-practice-2018-20180619.pdf?1529433022

Discipline Code

Failure to comply with the Code of Conduct and/or policies described in this document will result in one of the following disciplinary actions at the discretion of the Program Director and/or University Legal Council. These infractions will become part of your permanent record.

Missed clinical assignment or tardiness without prior notification and approval of the preceptor:

1st offense: Policy Violation Form from the Clinical Education Coordinator (see Appendix A)

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: Policy Violation Form giving a 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.

Academic Probation

Student enrolled in the program are required to maintain a combined 3.00 GPA in their required AT and related courses and a 2.75 cumulative GPA. Passing each AT or related course with a minimum of a "B-" or better. Any student that falls below this minimum will be placed on a one semester probationary period. The student will be sent a letter regarding the probationary status, which will outline what measures the student must take in order to return to good standing. Depending on the course, the program director will make discretionary decisions regarding the

student's ability to progress on in the curriculum (ie multiple course deficiencies or a course within a sequence). Failure to remedy the deficiency, will automatically be dismissed from the program. If a student is dismissed from the program, they must attain minimum academic program standards to be eligible to reapply to the professional phase of the program. The student should contact the Program Director to discuss readmission criteria.

Note: If a student is placed on probation due to a grade lower than a "B-", the student must retake that course in order to be eligible for graduation. A student cannot graduate with a grade lower than a "B-" in any AT Program related course.

Disciplinary Probation

This probation category pertains to students who been found guilty of having had difficulty with, but not limited to, unprofessionalism or unethical behaviors, 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 the program's policies.

If a problem arises in any one of these areas, the student will be asked to schedule an appointment with the Program Director to discuss the particular situation. The Program Director will identify the problem in writing, what the deficiencies are, and document 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 program. If a student is placed on disciplinary probation twice during the professional phase, he/she will be dismissed from the program.

Conduct that results in felony charges will, at a minimum, warrant disciplinary probation in the program and will be consistent with California University of Pennsylvania's policy on such offenses. It is the student's responsibility to notify the program director if felony charges occur.

IV. Program Admissions

The program has admitted our final BSAT cohort. Students interested in pursuing athletic training should use the 3+2 Health Science/Pre-Athletic Training Concentration.

Readmission Procedures Following Dismissal

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

- Application
- Interview with AT faculty
- Obtain a "B-" or better in the required AT Program courses
- Obtain a cumulative GPA of 2.75 or better
- Provide a 2-page minimum statement reflecting the student's intent to improve on or change his or her course of action that resulted in dismissal from the program. This should include a plan the student intends to implement to make a positive change, what the experience resulting in dismissal has taught him or her, as well as how the student will apply what they have learned.

See Appendix B for the program Technical Standards and Appendix C for the Hepatitis B Waiver form.

V. Academic Program

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 of courses provides a recommended framework for completing this program of study in four years.

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

General Education (40/41 Credits)

Building a Sense of Community	(1 credit)
UNI 100: First Year Seminar	
Composition	(3 credits)
#ENG 101: Composition I	
Public Speaking	(3 credits)
Student Selected	
Mathematics and Quantitative Literacy	(3 credits)
***MAT 205: Statistics	
Health and Wellness	(3 credits)
#HSC 115: Current Health Issues	
Technological Literacy	(3 credits)
Student Selected	
Humanities	(3 credits)
Student Selected	
Fine Arts	(3 credits)
Student Selected	
Natural Sciences	(3 credits)
#HSC 110: A & P I	4cr
Social Sciences	(3 credits)
#PSY 100: Gen Psychology	
General Education Options	(12 credits)
*Student Selected	3cr
#PHI 100 OR NUR 120 OR **MAT 181	3cr
#CHE 100 OR CHE 101	3cr
#PHI 220 OR SPT 305 OR <i>PHY 121</i>	3cr

* Ethics and Multicultural Awareness Emphasis Course

** Prerequisite for PHY 101

*** Pending approval of new course from math dept

Pending General Education Approval

Indicates a prerequisite needed before taking this course

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.

Additional Requirements

(Not counted toward the General Education requirements)

Special Experience Course (1 course required)

#ATE 405: Clinical Education III (2cr)

Upper-Division Writing Component Courses

(2 courses required)

#ATE 315: General Medical Assessment (3cr)

#ATE 460: Sports Medicine Research (3cr)

Laboratory Course (1 course required)

#HSC 120: A & P II w/Lab

(4cr)

Program Requirements

Required Major Courses (60 credits)	Cr
ATE 150: Intro to Athletic Training/lab	4
ATE 204: Athletic Training Clin. Education I	2
ATE 204: Athletic Training Clin. Education I	2
ATE 215: Evidence Based Practice	3
ATE 225: Evaluative Techniques I w/Lab	4
ATE 265: Evaluative Techniques II w/Lab	4
ATE 305: Athletic Training Clin. Education II	2
ATE 305: Athletic Training Clin. Education II	2
ATE 315: General Medical Assessment	3
ATE 330: Therapeutic Exercise w/Lab	4
ATE 400: Orthopedic Evals in Sports Med	1
ATE 400: Orthopedic Evals in Sports Med	1
ATE 405: Athletic Training Clin. Education III	2
ATE 405: Athletic Training Clin. Education III	2
ATE 425: Admin. Strat. In Athletic Training	2
ATE 440: Pharmacology	2
ATE 460: Sports Medicine Research	3
HSC 120: A & P II w/Lab	4
HSC 275: Functional Kinesiology	3
HSC 290: Therapeutic Modalities w/Lab	4
HSC 301: Emergency Medical Responder	3
HSC 325: Physiology of Exercise	3

Free Electives (20 credits)

Program Notes:

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 credits)
ATE 405: Ath Training Clin Ed III	(2 credits)
General Education/Electives	(12 credits)

Academic Standards

Once a student has been admitted into the program, they must then complete the remaining academic requirements as well as maintain a 3.00 GPA 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.

Qualifier Exam

In an effort to instill a sense of accountability, focus, and enable positive progression toward passing the BOC exam, at the end of each academic year, the program will host cumulative qualifier exams for each cohort. A score of 75% or better must be earned in order for the student to progress on to the next year of the program. The exams will be done electronically (as a BOC preparation/simulation technique) and through the program's D2L course shell. If unsuccessful, students will develop a remediation plan with the program director and have one retake attempt. If the retake is unsuccessful the student will be dismissed from the program.

Scheduling and Advising

All students who are pursuing an athletic training major will be advised by the Athletic Training faculty. Each semester the academic advisement sheet 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. When selecting class schedules, students should attempt avoid classes that meet during traditional clinical times.

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 reserve the right to decide when to self-identify and when to request accommodations.

Students are expected to adhere to OSD procedures for self-identifying, providing documentation and requesting accommodations in a timely manner. For assistance, please contact;

Office for Students with Disabilities

Carter Hall, G-35

724.938.5781

Fax: 724.938.4599

osdmail@calu.edu

<http://www.calu.edu/current-students/student-services/disability/>

VI. Student Program Binders

The program will provide each student a cumulative binder of programmatic documents, patient encounter logs, assessments, clinical hour logs, etc. This will serve 2 primary purposes; to ensure evaluation and proficiency of all required content knowledge/skills/abilities and secondly as a portfolio of the student's work.

Skill Check-offs

Within the binder, there are CIP Skill Related Check-offs. This is a two-tiered "check-off" system, peers and preceptors/instructors will evaluate students' attainment of the skills associated with the CIPs. CIPs will continue to be assessed, but each CIP will have associated skill check-offs. The associated check-offs will be assigned to be completed within each clinical education course (ie CIP-2.F check-off assigned to ATE 204 Clinical Education I). Check-off Scoring Rubrics are provided within the binder and will be turned in to the clinical education course instructor, and then stored as a part of the binder.

A third check-off will be completed by the clinical education course instructor in evaluating the student on a cumulative final practical scenario that is encompassing the assigned check-offs. All assigned skill check-offs and CIPs must be successfully completed in order to pass the clinical education course.

Patient Encounter Logs

Patient Encounter Logs are a way for students to track the clinical skills they have had the opportunity to apply while at their clinical experiences. This serves as a tracking mechanism and can be used to demonstrate the students' experiences. Logs will be a require component of each Clinical Education course.

VII. Additional Program Expenses

There are additional costs associated with the AT Program. Professional students are required to purchase professional attire to be worn during clinical education experiences. Students assigned to off campus clinical sites will also incur costs associated with travel to and from the clinical site.

One-time Program costs

Finger Printing	\$40
Child Abuse Clearance	\$10
Criminal Background Check	\$10

Approximate Yearly Costs

Professional Liability Insurance	\$15
Clothing (approx.)	\$30-100
Off-Campus Travel	\$50-200 (depending upon the site)
NATA Membership	\$85
Professional Development Participation-	varied

Professional Organizations

Student membership to the NATA is required. A copy of your membership card must be submitted to the program director. 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 etc.

At least once during the professional phase of the program, each student must attend a professional meeting/conference at the local, state, or regional level. Local and free opportunities exist as well as potential financial assistance from the AT Student Organization and program budget.

VIII. Awards and Scholarships

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 organization's website for scholarship opportunities and deadlines.

Most Outstanding Senior Athletic Training Student

All senior graduates (August, May, and December) are eligible. The faculty use the following five criteria when making the 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

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.

Cal U Sports Medicine Scholarship

Two \$500 scholarships are awarded annually to one junior and one senior

Qualifications:

- Must be enrolled in the athletic training program
- Must be in good standing with the program
- Demonstrate need for financial assistance
- Scholarships are non-renewed; new recipients awarded each year

Selection:

- Nominations and selection process will be made by the Athletic Training faculty based on the following criteria:
 - Goes above and beyond during clinical assignments
 - Takes advantage of educational opportunities
 - Demonstrates strong clinical skills for current level in program
 - Demonstrates willingness to mentor other athletic training students
 - Works well as a team leader and a team player with peers
 - Demonstrates desire and initiative to pursue clinical profession as career path

Director of Financial Aid and Head Athletic Trainer will notify the Foundation once a recipient has been selected. The Foundation will make the final award.

For additional financial assistance information, visit the Office of Financial Aid.

IX. Program Meetings

Traditionally, there is a program meeting scheduled for the evening before classes begin each fall semester. Other meetings will be scheduled as needed. **Program meetings are mandatory.**

In-service meetings are presented to the program to provide insight into various aspects of the broad field of sports medicine. These will be announced in advance and generally scheduled for the evening and/or weekend. In-services are mandatory.

If you miss an in-service or program meeting you must submit proof of emergency to the Program Director in writing within 24 hours of the event. If you miss a program meeting for an unexcused reason, a Policy Violation form will be completed to document the offense and kept in your permanent student file. You will not be allowed to begin your clinicals until you have received and reviewed the information presented at the required meetings.

Program Engagement

Invites to program events (ie social gatherings, club sponsored activities, Cases & Coffee, etc.) are communicated to students via email and/or meetings. The goal of these events is to open the lines of communication, share a current topic and/or to provide clinical and education pearls. Students' participation and attendance is strongly encouraged.

Mentorship

Through the program's extensive AT alumni resources, each student will be paired with an alumni mentor currently employed in the profession. This relationship will aid the student in numerous ways offering another avenue for professional advice, as well as begin to develop/understand the importance of creating a professional network.

X. Additional Expectations

Classroom Attendance and Behavior

Instructors develop their own attendance policies that are communicated through the course syllabus. The program expects proper and prompt attendance for all scheduled courses. You represent the Professional Athletic Training Program in all of your courses. We expect that you always demonstrate professional integrity, respect, and behavior.

Classroom Technology Policy

The use of cell phones (ie. texting, playing games, Facebook, etc.) during class lecture and laboratory is strictly prohibited. Students may not record lectures (video or audio) without the instructor's permission.

The use of computers/tablets is permitted during class at the discretion of the instructor. The viewing of non-academic sites during class or lab time is prohibited.

Violation of this policy can result in dismissal from the class, an unexcused absence, and/or a policy violation, at the discretion of the instructor.

Social Media

Students are expected to continue to maintain patient confidentiality even in the spirit of self-expression through social media. Inappropriate use of social media involving your responsibilities or privileges as an Athletic Training Student will not be tolerated.

Please keep in mind everything that you decide to share through social media is public. Although social media is a component of your private life, keep in mind that you are still representing our program, the University, and the profession of athletic training. Many people within our field have access to these online networks and maybe viewed by other professionals and potential employers.

If any distasteful means or inappropriate behaviors are displayed or shared through your social media you are subject to disciplinary action or expulsion from the program at the discretion of the Program Director.

Email Communication

All email communication with faculty, staff, preceptors etc. **must** be done through students' CalU email accounts.

Cheating and Plagiarism

The student will be held to the California University of PA Academic Integrity policy (see Appendix D).

Professional Performance Evaluations

As a means to better monitor, give feedback, and force accountability to the students, the program plans to implement bi-semester evaluation meetings to discuss, individually, student's clinical, academic, and overall professional performance. Prior to the meeting the program director will gather academic performance data from each athletic training faculty member using the Professional Performance Evaluation form (see Appendix E). At midterms, each student will meet collectively with their preceptor, clinical education/practicum course instructor, and program director. Final performance evaluation meetings will be done at the end of each semester in front of the student's preceptor and entire AT Faculty.

Remediation Plan

Each semester, immediately following midterms, grades and academic performance will be assessed and reported at the program's AT Faculty Meetings. Any student who's grade falls below a 'B-' will be required to complete a remediation plan outlined by the course instructor and program director (see Appendix F).

Any student who is placed on programmatic probation, due to an insufficient final course grade in an athletic training course, will also be required to complete a remediation plan. The plan will be developed with the student, course instructor, and program director to devise a strategy for improved academic performance

XI. Clinical Education

Clinical education provides students with opportunities for real patient care while under the direct supervision of preceptors (i.e. Athletic Trainer or other credentialed health care professionals). The clinical education course sequence is designed to provide students with the opportunity to synthesize and apply what is learned in the classroom and laboratory on a patient population. Through both observation and participation, students will have the opportunity to experience and participate in the practice of athletic training. To different degrees, students will be involved in injury prevention, management, and rehabilitation of orthopedic injuries including exposure to general medical conditions and emergency care within the clinical sites. Students will have the opportunity to provide health care services for practice and game situations and may have the opportunity to travel to away events.

The clinical education plan is a dynamic document, allowing the synthesis of didactic and laboratory knowledge/skills to translate into real life patient care. Clinical education begins early in the student's career at CalU 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 (i.e. ATE 204, 206, 305, 306, 405, 406).

Clinical Assignments

Second year students receive five-week assignments. Third and fourth year students are assigned on a semester basis.

Students are assigned a variety of clinical experiences, under multiple preceptors, to ensure the best quality educational experience. Variety is defined by the CAATE as settings that address the continuum of care with patients that participate in a variety of activities. Including, but not limited to: Individual and team sports, equipment intensive, patients of different sexes, physically active but not part of an organized sports team, and exposure to conditions that are more systemic in nature as opposed to orthopedic.

Clinical Education Assessments

The following clinical assessments will be conducted:

Sophomores

- Evaluation of Athletic Training Student - after each 5-week rotation
- Clinical Experience Evaluation- performed by students after each rotation
- Clinical Hour Logs

Juniors & Seniors

- Evaluation of Athletic Training Student - midterm and final
- Clinical Experience Evaluation- performed by students after each rotation
- Clinical Hour Logs

Note: The above evaluations will be counted in the grading system of each clinical education course in which the student is enrolled and will be reflected in the clinical education course final grade.

Professional Expectations During Clinical Education Experiences

Clinical education and assignment to a preceptor is a privilege. We appreciate our clinical sites and preceptors and should treat them with respect.

1. Act in a professional manner at all times.
2. Sitting on the practice field or gymnasium floor, studying while in the clinical setting unless approved by your preceptor, or falling asleep will not be tolerated.
3. Communicate with your preceptor to plan your clinical schedule. If you will need to miss a day(s) at your clinical site, complete a Request for Leave of Absence Form (Appendix G) and submit it to the Clinical Coordinator 1 week prior to the requested absence.
4. Professionally communicate with all coaches, patients, and other medical personnel.

5. Maximize the clinical experience time and be engaged with learning opportunities.
6. Portable devices such as cell phones, tablets, computers, etc., are permitted for educational and professional purposes only.
7. 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.
8. Posting, tweeting, or uploading photos of activities or any identifying information from your clinical experience is strictly prohibited.

Orientation

Student orientation of each clinical site must take place with the student's preceptor. The clinical orientation document is located in Appendix H and within your program binder. 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 course instructor.

Professional Liability Insurance

Athletic training students are required to purchase professional liability insurance each year. In order to remain in good standing in the program, each 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.

Dress Code

Students are expected to adhere to the appropriate clinical dress code at all scheduled times while in any of the CalU Athletic Training Program clinical settings. Students must maintain a neat and professional appearance in attire and grooming. Be reminded that when wearing the CalU logo, you not only represent the athletic training faculty, but also the program and University, therefore, should act accordingly. If you do not adhere to the dress code, you will be sent home to change and your preceptor will submit a Policy Violation Form to the Clinical Coordinator. The following dress code will be strictly enforced:

1. Pants or shorts (no shorter than mid-thigh) should be an appropriate length and be consistent with a professional image. Khaki, blue, and black colored pants are recommended. JEANS, YOGA PANTS, OR LEGGINGS ARE NOT ALLOWED AT ANY TIME.
2. Maintain proper attire **at all times** while representing the CalU Athletic Training Program, this includes tucking in shirts and physical appearance should be clean, neat, and professional.
3. Toe covering shoes must be worn at all times. Sandals, flip-flops, or open-toed shoes are not acceptable (in accordance with OSHA Standards). It is not advised that high heels be worn during your clinicals. Snow boots, galoshes, and platform heels are prohibited.
4. Approved game wear is dependent upon your clinical site/preceptor. Students must wear approved game shirts and shorts/pants for all home and away contests.
5. With the exception of outdoor preseason events, gym shorts, sweat pants, wind pants etc. are prohibited.
6. Hats with the CalU logo or school logo to which you are assigned are acceptable at outdoor practices, but are not to be worn in the athletic training facility.
7. No logos of other professional, collegiate, high school teams etc. are to be worn while at your clinical site. Writing should either be the CalU, Athletic Training, or your assigned site's logo.

Jewelry/Hair Styles Etc.

- Piercings are allowed; however, they must not interfere with your safety or the safety of patients. Further, they should not be distracting or unprofessional. It is at the Clinical Coordinator's discretion as to whether piercings of any sort can be worn at your clinical site.
- Long hair should be pulled back appropriately as not to interfere with the patient's care or other clinical tasks. All hair, including facial, should be clean and neatly groomed.

- Fingernails must also be kept trimmed and clean. Long nails are not conducive in maintaining sanitary conditions while providing healthcare services.
- If tattoos are visible, they must not be offensive or derogatory in nature. At the discretion of the Preceptor, Athletic Director, or Clinical Coordinator, you may be asked to cover you tattoos.

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 Program Director.

Emergency Action Plans

Each clinical education site is to have a copy of its emergency action plan (EAP) accessible to the students. Prior to the start of the clinical rotation, as part of the student's orientation to the clinical site/facility, they must acknowledge they know where the EAP is located and describe his or her responsibilities.

Emergency action plans are venue-specific and describe conditions and circumstances that create challenges not usually seen in standard emergency responses. In the event of an emergency, follow the procedures designated by your athletic training facility and/or venue.

Communicable Disease Policy

As a student, you may be exposed to various communicable diseases during your clinical assignments. If you contract one of these diseases, regardless of the source, contact your preceptor and Clinical Coordinator to request permission to not attend your clinical experience until the symptoms are reduced. Communicable diseases include but are not limited to:

Influenza	Mononucleosis	Strep Throat
Common Cold	Conjunctivitis	Bronchitis

In order to provide consistent and competent care for athletic training students as well as protection and quality care for patients, healthcare procedures are established for students with communicable disease. 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. If a student is too ill to attend class, they would also consider being too ill to attend clinicals.

OSHA and Bloodborne Pathogens Training

OSHA Guidelines must be followed by students at all clinical sites. See Appendix I for a detailed post-exposure plan.

All students must complete an annual OSHA and Bloodborne Pathogen Training. The self-paced training available online through the University's secure distance learning platform. Students must complete the training each year prior to the start of their clinical experience. The clinical coordinator monitors the training for completion and alerts preceptors and students if training has not been completed or a passing score is not recorded. The training culminates with a quiz that requires the students to complete a quiz; acceptable completion is a score of 90% or higher.

Attendance

Clinical education is a class. Presence at clinical rotations is a critical component of the educational success. 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 communicate regularly with their preceptor to determine their schedules and potential conflicts, and they should plan ahead if needing to miss clinical times.

For an anticipated excused absence from a clinical assignment, you must complete a Request for Leave of Absence form. This form must be submitted to and approved by their preceptor and then submitted to the Clinical Coordinator for approval a minimum of one week before the scheduled absence. Both approved and declined requests will be

kept in the student's academic file. Failure to follow the appropriate procedures/timeline will result in filing a Policy Violation Form.

If a clinical experience is missed for any unexcused reason, the preceptor will submit a Policy Violation Form to the Clinical Coordinator. Family emergencies will be handled on a case by case basis. If this situation should arise it is the student's responsibility to inform your preceptor and the Clinical Coordinator as soon as possible.

You are expected to report on time to the events of your assigned clinical site. If class attendance is required during regularly scheduled practice times you must report immediately after class is finished. If you are late to a clinical experience for any unexcused reason the preceptor can submit a Policy Violation Form to the Clinical Coordinator. Please communicate any anticipated changes in schedule or tardiness to the preceptor immediately.

Clinical Experience Hours

During the academic term, clinical education hours must average 15 hours a week for the semester, with no less than 8 hours and no more than 23 hours on any one week. Overall, for the semester, a student must have at least 200 total hours in order to pass their related clinical education class.

Students must have at least one day off per 7-day period. 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 student's responsibility to schedule his or her days off with the preceptor at the beginning of the clinical rotation.

Preseason

Students must complete a preseason experience. If you are assigned a second preseason experience, we strongly encourage you to attend. These hours will count to your total hours required for your fall semester clinical education course.

Holiday Breaks

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).

Inclement Weather

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 NovaCare 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.

Travel

Student travel is expected and is based on the preceptor/clinical site's policies. For overnight trips, under no circumstances, are students to stay in the same hotel room as their preceptor. 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. If students travel on a team transportation and have access to athletic training equipment (student records, modalities, AT kit, etc.) they must be supervised by their preceptor.

Intercollegiate Sports Participation

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.

Extracurricular Activities and Employment Policy

Outside employment, club sports, intramural activities, sorority/fraternity activities, etc. are not prohibited, but **cannot** interfere with your clinical education experiences. Special arrangements and/or special scheduling considerations will not be made for any extracurricular activities.

Confidentiality

Students have an obligation to all patients, coaches, preceptors, and CalU to maintain confidentiality with any patient information they acquire while at their clinical site. Medical information is considered confidential. This includes (but is not limited to) any information about a patient's medical condition, the management and rehabilitation of any medical conditions, or any information you acquire in the locker rooms, athletic training facilities, physician offices, or any information that is not considered to be public knowledge. No information should be discussed or shared on any social media site or with anyone not directly relating the responsibility of the patient's care. To comply with HIPPA regulations, you must also not exchange information over email, text, etc., unless you are using a specifically encrypted means of communication. Discussing a general patient's condition or care within the academic classroom is an acceptable means, as long as you do not discuss any identifying factors related to the patient.

As a health care provider, you will be held to a higher standard and will be trusted with confidential information to act with integrity regarding these matters.

XII. Interpersonal Relationships

High Schools

Athletic training students shall not be involved in a sexual or social relationship with a student at his or her assigned high school. Violation of this policy shall result in the immediate removal from the site, possible expulsion from California University of PA, and possible criminal action if the high school student is not of the age of consent. At the discretion of CalU Legal Council, a complaint may be filed with the PA Medical Board.

Coaches

It is important that students develop professional relationships with the coaches and support 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.

Intercollegiate and Club Sports Student Athletes

Relationships, including inappropriate or excessive socialization, between undergraduate students assigned to CalU Intercollegiate Athletics or Club Sports student-athletes are strongly discouraged. At no time shall a student be involved in a consensual relationship with an athlete whose medical care he or she is responsible for.

If a student becomes involved in a relationship with a CalU student-athlete, the athletic training student must immediately inform the preceptor and the Clinical Coordinator. If a determination is made that the relationship may compromise the health care of the student-athlete, the student may be reassigned to safeguard the student-athlete. This decision is made at the discretion of the head AT/preceptor and the Clinical Coordinator.

Graduate Assistant Athletic Trainers

Relationships, including inappropriate or excessive socialization, between GA athletic trainers and students who the GA supervises and/or evaluates are prohibited. If a GA becomes involved in a relationship with a student, the GA must immediately inform the Clinical Coordinator and graduate program director, regardless if there is not currently a supervisory relationship. This will prevent the student from being assigned to the GA as a preceptor in the future.

XIII. Grievances

Appealing Grades or Other Academic Decisions

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

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

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.

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.

Reference for more information: <https://www.calu.edu/inside/student-resources/academic-success/ombudsperson.aspx>

APPENDIX

Appendix A



Policy Violation Form

Student: _____ Faculty/Preceptor: _____

Today's Date: _____ Date of Infraction: _____ Site: _____

Description of Infraction:|

Faculty/Preceptor Signature

Kayla Shinew, PhD, AT, ROT
Program Director
Hamer Hall 114
724.938.4823
Fax: 740.593.0289
shinew@calu.edu

Please return this form to:

or

Shelly DiCesaro, PhD, LAT
Clinical Education Coordinator
Hamer Hall 115
724.938.5831
dicesaro@calu.edu

To Be Completed by PD or CEC:

Action Taken:

PD or CC Signature

Date

Student Signature

Date

Appendix B

Professional 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 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 capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.
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 capacity 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 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 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 OSD.

Student

Print Name

Signature

Date

Appendix C



CALIFORNIA UNIVERSITY OF PA
ATHLETIC TRAINING

Athletic Training Student Hepatitis B Waiver

I _____ am aware that I could be exposed to bloodborne pathogens while completing my clinical education experiences as an athletic training student at California University of Pennsylvania. I have read and completely understand OSHA guidelines regarding universal precautions for bloodborne 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 D

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".

Appendix E

CaU,AT

Professional Performance Evaluation Midterm

Student: _____		Term/Year: _____
Course: _____		
Assignments Grade (circle letter grade)		
A A- B+ B B-	C+ C C- D F	Comments:
Tests/Quizzes Grades (circle letter grade)		
A A- B+ B B-	C+ C C- D F	Comments:
Participation <input type="checkbox"/> Actively participates in class <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs improvement <input type="checkbox"/> Poor		Comments:
Recommendations for Improvement		

Signature of Instructor: _____

Date: _____

Appendix F

CalU AT



CALIFORNIA UNIVERSITY OF PA
ATHLETIC TRAINING

Remediation Plan

Student: _____

Term/Year: _____

Deficient Course: _____

Current % Grade: _____

Instructor: _____

Explanation of Issues:

Plan to Remedy:

Student's Signature

Course Instructor's Signature

Program Director's Signature

Date

Appendix G

CalU,AT

CE
2019-20



CALIFORNIA UNIVERSITY OF PA
ATHLETIC TRAINING

Request for Leave of Absence

This form is intended for EXCUSED ABSENCES ONLY from your clinical assignment.

Complete information in blank spaces provided. Then print form and submit to your preceptor and then to the Clinical Coordinator AT LEAST one week prior to dates requesting off for approval.

Athletic Training Student:

Name:

Today's Date:

Date(s) Requesting Off:

Reason for Request:

Preceptor:

Approved

Denied

Notes: _____

Signature: _____ Date: _____

Clinical Coordinator:

Approved

Denied

Notes: _____

Signature: _____ Date: _____

This form will remain in the student's permanent file

Appendix H



CALIFORNIA UNIVERSITY OF PA
ATHLETIC TRAINING

Student Name: _____ Date: _____

Preceptor: _____ Clinical Site: _____

Prior to beginning a new clinical rotation, each student should review and discuss the following points with their assigned preceptor:

- Orientation to facility/clinical site including the facilities policies and procedures
- The location of the site's EAP's, telephone, biohazard containers, personal protective equipment, AED, first aid supplies, and sanitary facilities.
- Discuss, review, and rehearse the facility's emergency action plan.
- Clinical Hour Expectations: discuss and coordinate schedule.
- 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.)
- Conflict Resolution: First discuss the situation with your assigned preceptor. If the issue cannot be resolved, speak with either the Clinical Education Coordinator or AT Program Director.
- Recognition of student's current level of knowledge.
- Please be reminded that visual and auditory supervision of the student by the preceptor should be maintained in order to intercede on behalf of the athlete and student as needed.

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

Student Signature: _____ Date: _____

Preceptor Signature: _____ Date: _____

Please return this form to your clinical education course instructor within the 1st week of the semester

Appendix I

From the Department of Environmental Health & Safety

OCCUPATIONAL SAFETY



BLOODBORNE PATHOGENS

Exposure to Bloodborne Pathogens (BBP) such as the Hepatitis B Virus (HBV) or HIV (Human Immunodeficiency Virus, which causes AIDS) can be fatal. These pathogens and others may be present in body fluids or secretions such as **blood**, saliva, semen and vaginal secretions, clinical specimens/cultures, urine, and rarely vomit and feces. Typically, the risk of exposure to bloodborne pathogens in the typical California University of PA setting is relatively low. However, there is a potential for exposure whenever and wherever there is contact with body fluids. Treat all blood and body fluid (regardless of the person it may be from) as though it were potentially infected. The following are some examples of your potential contact:

- Administering first aid or CPR.
- Assisting sick or injured people who are bleeding, coughing-up blood or vomiting.
- Needle prick (e.g., while handling trash; administering medical assistance; drawing blood; or even moving furniture). Note- Seek medical advice after reporting the incident.
- Laboratory work involving unfixed tissue or organ from a human, or contact with HIV/ HBV-containing culture medium/solution, blood, tissue or organ.
- Cuts by sharp contaminated objects.
- Performing clean-up or custodial tasks.
- Handling items contaminated with blood or other bodily fluids.*

*If you encounter a housekeeping situation with a **high potential** for exposure, do not handle the contaminated items. Secure the area and contact your supervisor or the Office of Environmental Health and Safety from a campus phone. Special procedures are used for decontamination and disposal. Only trained staff should conduct these tasks.

Basic safety procedures consist of minimizing potential contact with body fluids and protecting exposure routes to your body by wearing personal protective equipment. Basic protection may consist of the following - depending on the type of exposure anticipated and the nature of the work being conducted:

- latex gloves or other non-permeable (liquid-proof) glove
- safety glasses with side shields or goggles
- puncture-resistant gloves

- microshield (a uni-directional shield used when administering CPR)
- medical face mask
- leak proof apron

When handling potentially contaminated media, avoid touching your face (nose, eyes and mouth). Practice good sanitation. Wash hands thoroughly with non-abrasive soap before eating, applying cosmetics, smoking, or handling contact lenses. Disinfect contaminated surfaces and items with a solution of 10 parts water to one part bleach.

Sample Exposure Routes/Pathways:

- Mucus membranes (eyes, mouth, nose) or dermal
 - Breaks, nicks, or cuts in the skin & unhealed injuries
 - Excessively dry cracked skin or cuticles
 - Open skin or mouth sores
 - Acne
 - Dermatitis

Other Potential Forms of Exposure:

- Sexual contact
- Ingestion of contaminated media/fluids

CPR or First Aid

If you plan to administer First Aid or CPR in your area, it is important that you have an adequate first aid kit. The kit should include latex gloves, safety glasses with side shields or goggles, and mouth shields (microshields - unidirectional barrier for administering CPR). If you are not trained in first aid, make as little contact as possible with the injured.

Post Exposure

Immediately following contact wash affected areas (hands, arms, face) with non-abrasive soap. Contact with mucus membranes (eyes, nose or mouth) should be thoroughly rinsed (use eyewash station for eyes if available - rinse for at least 15 minutes with tepid water). Put any items (such as gloves or clothes) that have blood or body fluids on them in a sealed plastic bag and mark it bio-hazard or use pre-labeled biohazard bags/containers. [call EHS 4411 for proper disposal procedures]



If you believe you have had a high risk exposure to BBP during work, **it is essential that you report the potential exposure to your supervisor and EHS immediately and seek medical advice.** Students should contact the Student Health Center for advice and medical attention. Always consult your doctor or the Student Health Center for advice after any potential exposure.

Pre-Exposure

Pre-exposure vaccines are available for Hepatitis-B. Consult the Student Health Center or your employer for additional information. No preventative vaccine currently exists for HIV (AIDS virus).

Remember

HBV and HIV are not spread through normal contact. These are not airborne pathogens like cold or flu viruses. In normal situations, you can work safely with people infected with HIV.

You can get additional information at the following sites:

- **Bloodborne Pathogen Standard - OSHA**
- **Bloodborne Pathogens Information - OSHA**
- **Needlestick Injuries - OSHA**
- **BBP Precautions for Emergency Responders - OSHA** (PDF format)
- **CDC Viral Hepatitis site**
- **CDC HIV/AIDS site**

Try these links to on-line training at other institutions:

- **Bloodborne Pathogens Training (Florida State University)** click on-line training button
- **Bloodborne Pathogens Training (University of Nebraska-Lincoln)**
- **Bloodborne Pathogens Refresher Training (Michigan State University)**

Contact the Environmental Health & Safety Department to set up training or for additional information on BBP