# California State University, Long Beach
## Athletic Training Program
### Handbook, Policy, and Procedures Manual
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Revised 10/14
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Revised 10/14
General Program Information
California State University, Long Beach
Athletic Training Program
Vision Statement

The Athletic Training Program in the Department of Kinesiology at California State University, Long Beach shall provide the professional instruction and clinical experiences in athletic training/sports medicine of recognized excellence to college students in Southern California. California State University, Long Beach and the Department of Kinesiology are committed to becoming the leader and university of choice in athletic training/sports medicine in Southern California.
California State University, Long Beach
Athletic Training Program
Mission Statement

The Athletic Training Program in the Department of Kinesiology delivers professional instruction and clinical education in athletic training/sports medicine to athletic training majors at California State University, Long Beach. Professional instruction in athletic training/sports medicine can be divided into competencies and clinical proficiencies in the following athletic training education competency content areas:

- 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
- Professional Development and Responsibility

Clinical education in athletic training/sports medicine are integrated into traditional and nontraditional settings that may include the following: university, community college, professional sports, high school, hospitals, health care facilities, sports medicine/rehabilitation clinics, and dance performance centers.
California State University, Long Beach
Athletic Training Program
Points of Academic Excellence

- Model for athletic training programs.
- Diverse student learning styles and abilities are enhanced through applicable teaching strategies and instructional technology.
- Instructional technology used in athletic training courses.
- Diverse student learning styles and abilities are enhanced through applicable teaching strategies and classroom technology.
- Numerous clinical sites for various experiences.
- Preceptors are experienced and concerned.
- Medical professionals are supportive of the program.
- Campus of California State University, Long Beach is supportive of the program.
- Focus on Board of Certification passage.
- Expanded curriculum to ascertain competencies and proficiencies.
- Focus on the job.
- Strong alumni support.
California State University, Long Beach
Athletic Training Program
Academic Goals

Goal 1: Reaffirm Athletic Training Program (AT Program) national accreditation by Commission on Accreditation of Athletic Training Education (CAATE).

Goal 2: Prepare students for entry level success into the athletic training profession or graduate programs in athletic training or post baccalaureate programs in allied health.

Goal 3: Strengthen the professional (entry level) athletic training curriculum according to CAATE accreditation standards.

Goal 4: Develop, maintain, and strengthen associations with athletic training clinical services with university, community college, professional sports, high school, hospitals, health care facilities, sports medicine/rehabilitation clinics, and dance performance centers.

Goal 5: Develop and strengthen collaborative relationships with allied health professions within the college, campus, community, other universities, and professional organizations.

Goal 6: Utilize contemporary information technology for academic instruction and clinical practicum.

Goal 7: Recruit and retain academically motivated students with character, ethics, and desire for service in the discipline and allied health professions that reflect the human diversity of the community served by CSULB.

Goal 8: Seek additional athletic training faculty to meet the demands of assessment and clinical supervision in a competency based athletic training program.

Goal 9: Provide an environment that encourages and enhances professional development in athletic training for teaching, scholarship, and service.
California State University, Long Beach
Athletic Training Program
Program Overview: Bachelor of Science in Athletic Training (120 units)

This Program is designed for students interested in careers in the prevention, recognition, management and rehabilitation of injuries incurred by athletes and those engaged in physical activity. Athletic Trainers (ATs) are health care professionals who collaborate with physicians. The services provided by ATs comprise prevention, emergency care, clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions. ATs work in the secondary schools, colleges and universities, professional sports, and sports medicine clinics. Additional work environments may include corporate health programs, health clubs, clinical and industrial health care programs, and athletic training education programs. A minimum 120 units are required for graduation.

After successful completion of this program, students who wish to sit for the BOC Certification Examination in Athletic Training may do so. The path to BOC must include a minimum two-year clinical education (ATEP 490A-D, 8 units) in addition to the courses in the athletic training program. Students interested in BOC certification should meet with the Director for the AT Program.
The Commission on Accreditation of Athletic Training Education (CAATE) has certified that the CSULB undergraduate Athletic Training Program has completed a comprehensive accreditation review and demonstrated compliance with the nationally established Standards (August 2011).

The next comprehensive review will occur in the academic year of 2020-2021.

A Certificate of Verification on file in Program Director’s office.
## Athletic Training Program Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Specialty</th>
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</thead>
<tbody>
<tr>
<td>Keith Freesemann, EdD, ATC</td>
<td>Athletic Training</td>
</tr>
<tr>
<td>AT Program; Program Director</td>
<td></td>
</tr>
<tr>
<td>Mimi Nakajima, EdD, ATC</td>
<td>Athletic Training</td>
</tr>
<tr>
<td>AT Program; Clinical Education Coordinator</td>
<td></td>
</tr>
<tr>
<td>Mary Aja, MS, ATC</td>
<td>Athletic Training</td>
</tr>
<tr>
<td>Brian Cable, MS, ATC</td>
<td>Athletic Training</td>
</tr>
<tr>
<td>Mercedes Garcia, MS, ATC</td>
<td>Athletic Training</td>
</tr>
<tr>
<td>Korey Kobata, MS, ATC</td>
<td>Athletic Training</td>
</tr>
<tr>
<td>Mark Van Riper, DPT, ATC, CSCS</td>
<td>Physical Therapy/ Athletic Training</td>
</tr>
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## Affiliate AT Program Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Specialty</th>
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<tbody>
<tr>
<td>Jim Becker, PhD</td>
<td>Biomechanics</td>
</tr>
<tr>
<td>D. Margaret Costa, PhD</td>
<td>Sport Studies</td>
</tr>
<tr>
<td>Josh Cotter, PhD</td>
<td>Exercise Physiology</td>
</tr>
<tr>
<td>Jill A. Crussemeyer, PhD</td>
<td>Biomechanics</td>
</tr>
<tr>
<td>James A. Davis, PhD</td>
<td>Applied Exercise Physiology</td>
</tr>
<tr>
<td>Sharon R. Guthrie, PhD</td>
<td>Sport Studies</td>
</tr>
<tr>
<td>Ralph Rozenek, PhD</td>
<td>Exercise Physiology- Endocrinology</td>
</tr>
<tr>
<td>Jan M. Schroeder, PhD</td>
<td>Fitness</td>
</tr>
<tr>
<td>Kevin Sverduk, PhD</td>
<td>Sport Psychology and Coaching</td>
</tr>
<tr>
<td>Tiffanye Vargas, PhD</td>
<td>Sports Psychology</td>
</tr>
<tr>
<td>Alison M. Wrynn, PhD</td>
<td>Sport Studies</td>
</tr>
<tr>
<td>Will Wu, PhD</td>
<td>Motor Learning</td>
</tr>
<tr>
<td>Douglas E. Young, PhD</td>
<td>Motor Learning</td>
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</tbody>
</table>
The CSULB AT Program and the CSULB Athletic Department are fortunate to have several qualified and experienced physicians involved. They are willing to share information via various modes of instruction and in multiple venues. In particular, the AT Program Medical Director is a regular guest speaker in classes and in-services.

**Quincy Wang, MD**

CSULB ATEP Medical Director  
Specialty: Family Practice/ Sports Medicine

**Activities**

- Provides Medical Care to CSULB athletes in office.
- Provides formal instruction with ATS in ATEP 306, ATEP 490 A-D, and various in-services.
- Provides informal instruction with ATS.
- Provides overview of medical aspects in AT Program.
- Counsels/directs faculty in Athletic Training medical issues.
<table>
<thead>
<tr>
<th>Name</th>
<th>Clinical Sites</th>
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<tbody>
<tr>
<td>Steve Agee, MS, ATC</td>
<td>Athletic Trainer</td>
</tr>
<tr>
<td></td>
<td>UCLA Athletics</td>
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<tr>
<td>Mary Aja, MA, ATC</td>
<td>Athletic Trainer</td>
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<tr>
<td></td>
<td>Long Beach City College</td>
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<tr>
<td>Randy Beckman, ATC</td>
<td>Athletic Trainer</td>
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<tr>
<td></td>
<td>Long Beach City College</td>
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<tr>
<td>Brittany Beckwith, MS, ATC</td>
<td>Assistant Athletic Trainer</td>
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<td>CSULB</td>
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<tr>
<td>Meghan-Rose Bertell, ATC</td>
<td>Athletic Trainer</td>
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<tr>
<td></td>
<td>Long Beach City College</td>
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<tr>
<td>Max Bertman, MS, ATC</td>
<td>Athletic Trainer</td>
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<tr>
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<td>UCLA Athletics</td>
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<tr>
<td>Wilda Bingham, MS, ATC</td>
<td>Athletic Trainer</td>
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<tr>
<td></td>
<td>Los Angeles Southwest College</td>
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<tr>
<td>Kris Boyle-Walker, PT, ATC</td>
<td>Physical Therapist/Athletic Trainer</td>
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<tr>
<td></td>
<td>Wilcox Rehabilitation Clinic</td>
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<tr>
<td>Brian Cable, MS, ATC</td>
<td>Co-Head Athletic Trainer</td>
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<tr>
<td></td>
<td>Cerritos College</td>
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<tr>
<td></td>
<td>ATEP Faculty-Department of Kinesiology</td>
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<tr>
<td>Evonne Caouette, ATC</td>
<td>Athletic Trainer</td>
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<td></td>
<td>Orange Coast College</td>
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<tr>
<td>Maria Castro, MS, ATC</td>
<td>Co-Head Athletic Trainer</td>
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<tr>
<td>Monica Cordova, ATC</td>
<td>Graduate Assistant Athletic Trainer</td>
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<tr>
<td>Junior Domingo, MS, ATC</td>
<td>Athletic Trainer</td>
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<td></td>
<td>El Camino College</td>
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<tr>
<td>Patrick Frohn, ATC</td>
<td>Athletic Trainer</td>
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<tr>
<td></td>
<td>Golden West College</td>
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<tr>
<td>Keith Freesemann, EdD, ATC</td>
<td>ATEP Program Director</td>
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<td></td>
<td>CSULB</td>
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<tr>
<td>Mercedes Garcia, MS, ATC</td>
<td>Athletic Trainer</td>
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<tr>
<td>Constance “Connie” George, ATC</td>
<td>Athletic Trainer</td>
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<tr>
<td>Arbhie Guce, ATC</td>
<td>Athletic Trainer</td>
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<tr>
<td></td>
<td>Lakewood High School</td>
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<tr>
<td>Bill Ito, MS, ATC</td>
<td>Athletic Trainer</td>
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<tr>
<td></td>
<td>Mt. San Antonio College</td>
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<tr>
<td>Holli Jackson, ATC</td>
<td>Athletic Trainer</td>
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<tr>
<td></td>
<td>Edison High School</td>
</tr>
<tr>
<td>Name</td>
<td>Clinical Sites</td>
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<tr>
<td>Jessica Jewell, MA, ATC</td>
<td>Assistant Athletic Trainer CSULB</td>
</tr>
<tr>
<td>Jayme Johnson, ATC</td>
<td>Athletic Trainer Milikan High School</td>
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<tr>
<td>Gary Kinney, ATC</td>
<td>Athletic Trainer Santa Ana College</td>
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<tr>
<td>Ashley Kampfer, ATC</td>
<td>Graduate Assistant Athletic Trainer CSULB</td>
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<tr>
<td>Bailey Karis, ATC</td>
<td>Graduate Assistant Athletic Trainer CSULB</td>
</tr>
<tr>
<td>Mike Landas, ATC</td>
<td>Athletic Trainer Mt. San Antonio College</td>
</tr>
<tr>
<td>Rick Martinez, ATC</td>
<td>Athletic Trainer Chivas USA</td>
</tr>
<tr>
<td>Yukiyo Matsumoto, MS, ATC</td>
<td>Athletic Trainer Cerritos College</td>
</tr>
<tr>
<td>Christol McDonald, MS, ATC</td>
<td>Athletic Trainer LA Harbor College</td>
</tr>
<tr>
<td>Brad McReynold, M.Ed., ATC</td>
<td>Athletic Trainer Saddleback College</td>
</tr>
<tr>
<td>Melody Mohebbi, MS, ATC</td>
<td>Athletic Trainer St. John Bosco High School</td>
</tr>
<tr>
<td>Russel Muir, MS, ATC</td>
<td>Head Athletic Trainer Rio Hondo College</td>
</tr>
<tr>
<td>Mimi Nakajima, EdD, ATC</td>
<td>ATEP Clinical Education Coordinator CSULB</td>
</tr>
<tr>
<td>Andy Paulin, MS, ATC</td>
<td>Head Athletic Trainer Mt. San Antonio College</td>
</tr>
<tr>
<td>Mark Pocinich, MS, ATC</td>
<td>Director of Sports Medicine UCLA Athletics</td>
</tr>
<tr>
<td>Joi Richardson, MS, ATC</td>
<td>Head Athletic Trainer El Camino College</td>
</tr>
<tr>
<td>Brian Roberts, MS, ATC</td>
<td>Coordinator, Concussion Clinic Sports Concussion Associate, Inc. Seal Beach Physical Therapy</td>
</tr>
<tr>
<td>Nora Schug, ATC</td>
<td>Athletic Trainer Santa Ana College</td>
</tr>
<tr>
<td>John Siegel, MS, ATC, EMT-1</td>
<td>Head Athletic Trainer Department of Dance CSULB</td>
</tr>
<tr>
<td>Jill Sleight, ATC</td>
<td>West Coast Sports Medicine Team to Win</td>
</tr>
<tr>
<td>Jarrod Spanjer, MA, ATC</td>
<td>Head Athletic Trainer CSULB</td>
</tr>
<tr>
<td>Jennifer Spanjer, MA, ATC</td>
<td>Head Athletic Trainer Long Beach Polytechnical High School</td>
</tr>
<tr>
<td>Name</td>
<td>Clinical Sites</td>
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<tr>
<td>Patrick Tally, ATC</td>
<td>Assistant Athletic Trainer</td>
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<td>CSULB</td>
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<tr>
<td>Steve Teubner Jr, ATC</td>
<td>Athletic Trainer</td>
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<td>El Camino College</td>
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<tr>
<td>Scott Tucker, MS, ATC</td>
<td>Head Athletic Trainer</td>
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<td>Cypress College</td>
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<tr>
<td>Anthony Venute, MS, ATC</td>
<td>Head Football Athletic Trainer</td>
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<tr>
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<td>UCLA Athletics</td>
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<tr>
<td>Kelly Wilson, ATC</td>
<td>Athletic Trainer</td>
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<td></td>
<td>Mt. San Antonio College</td>
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</tbody>
</table>
The athletic training students in the CSULB program complete clinical rotations at various affiliated sites. Under the direction of the ATC/ACI, each affiliated sites maintains their individual team physicians. The charts provided below identifies the affiliated site, the physicians and allied health care workers involved in their programs, the activities they perform, and their schedules as related to the ATEP.

**California State University, Long Beach**

<table>
<thead>
<tr>
<th>Name, Title, Specialty</th>
<th>Activity</th>
</tr>
</thead>
</table>
| Larry Drum, MD         | • Provides medical care to CSULB Athletes in office  
| CSULB Medical Director | • Athletic Training Room Clinic with athletes (game days)  
| Internal Medicine      | • Home game coverage                          |
| Alexandra Chrysanthis, MD | Provides medical care to CSULB Athletes in office  
| Internal Medicine      | • Athletic Training Room Clinic with athletes (game days)  
|                       | • Home game coverage                          |
| Peter Kurzweil, MD     | • Training Room Clinic with athletes          
| Team Orthopedist       | • Home game coverage                          
|                       | • Informal Instruction with ATS               |

**Cerritos College**

<table>
<thead>
<tr>
<th>Name, Title, Specialty</th>
<th>Activity</th>
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</thead>
</table>
| Gerald Swanson, MD     | • Athletic Training Room Clinic with athletes  
| Team Orthopedist       | • Home game and away coverage w/ football     
|                       | • Informal Instruction with ATS               |

**Cypress College**

<table>
<thead>
<tr>
<th>Name, Title, Specialty</th>
<th>Activity</th>
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</thead>
</table>
| Derek T Dee, MD        | • Athletic Training Room Clinic with athletes  
| Orthopaedic Surgeon    | • In charge of all athletic PPEs              
|                       | • Primary surgeon – for most of surgical      
|                       | • Informal instruction with ATS – including students coming into surgical cases |
| Jeffrey Lai, MD        | • Athletic Training Room Clinic with athletes  
| Family physician       | • Home game coverage                          
| Orthopaedist           | • Informal instruction with ATS – including students coming into surgical cases |

**El Camino College**

<table>
<thead>
<tr>
<th>Name, Title, Specialty</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>William Mealer, MD</td>
<td>• Athletic Training Room Clinic with athletes</td>
</tr>
<tr>
<td>Name, Title, Specialty</td>
<td>Activity</td>
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<tr>
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</tr>
</tbody>
</table>
| Bassil Aish, MD       | • Athletic Training Room Clinic with athletes  
                      • Home and away game coverage w/ football  
                      • Informal Instruction with ATS |
| Arnold Brender, MD    | • Athletic Training Room Clinic with athletes  
                      • Home and away game coverage w/ football  
                      • Informal Instruction with ATS |
| Bradley Thomas, MD    | • Team Orthopedist  
                      • Home and away game coverage w/ football |
| Roy Hughes, DC        | • Athletic Training Room Clinic with athletes  
                      • Home and away game coverage w/ football |
| Grant Uba, MD         | • Athletic Training Room Clinic with athletes  
                      • Home and away game coverage w/ football  
                      • Informal Instruction with ATS |
| Bill Warden, MD       | • Athletic Training Room Clinic with athletes  
                      • Home game coverage  
                      • Informal Instruction with ATS |
| Thomas Bryan, MD      | • Athletic Training Room Clinic with athletes  
                      • Home and away game coverage and clinic  
                      • Informal Instruction with ATS |
### Orange Coast College

<table>
<thead>
<tr>
<th>Name, Title, Specialty</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arnold J Brender, MD</td>
<td>• Home and away game coverage and clinic</td>
</tr>
<tr>
<td>General Practice</td>
<td>• Informal Instruction with ATS</td>
</tr>
<tr>
<td>Emile P Wakim, MD</td>
<td>• Home and away game coverage and clinic</td>
</tr>
<tr>
<td>Orthopedist</td>
<td>• Informal Instruction with ATS</td>
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</table>

### Saddleback College

<table>
<thead>
<tr>
<th>Name, Title, Specialty</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>Kent S. Marangi, MD</td>
<td>• Athletic Training Room Clinic with athletes</td>
</tr>
<tr>
<td>Orthopedist</td>
<td>• Home and away game coverage and clinic</td>
</tr>
<tr>
<td></td>
<td>• Informal Instruction with ATS</td>
</tr>
<tr>
<td>David Haller, MD</td>
<td>• Home and away game coverage and clinic</td>
</tr>
<tr>
<td>Family Practice</td>
<td>• Informal Instruction with ATS</td>
</tr>
<tr>
<td>Mark Galbraith, MD</td>
<td>• Home and away game coverage and clinic</td>
</tr>
<tr>
<td>Family Practice</td>
<td>• Informal Instruction with ATS</td>
</tr>
<tr>
<td>Steve Costales, DC, ATC</td>
<td>• Home and away game coverage and clinic</td>
</tr>
<tr>
<td></td>
<td>• Informal Instruction with ATS</td>
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</tbody>
</table>
Pre-Professional Phase of Study
University Admission Procedures and Policies

Requirements for admission to California State University, Long Beach are in accordance with Title 5, Chapter 1, Subchapter 3, of the California Code of Regulations. Complete information is available at www.csumentor.edu/planning/.

Electronic versions of the CSU undergraduate and graduate applications are accessible on the World Wide Web at www.csumentor.edu. The CSUMentor system allows students to browse through general information about the CSU’s twenty-three campuses, view multimedia campus presentations, send and receive electronic responses to specific questions, and apply for admission and financial aid. Information on CSULB admission requirements and deadlines can be found at www.csulb.edu/enrollment.

Applying online via www.csumentor.edu is expected unless electronic submission is impossible. An acknowledgement will be sent when online applications have been submitted. Application in “hard copy” form may be obtained online via www.csumentor.edu as a portable data format (PDF). Application forms (in PDF) may also be downloaded from www.calstate.edu/sas/publications. [Paper applications should be mailed to the campus admission office(s).]

Importance of Filing Complete, Accurate, and Authentic Application Documents

CSU, Long Beach advises prospective students that they must supply complete and accurate information on the application for admission, residency questionnaire, and financial aid forms. Further, applicants must, when requested, submit authentic and official transcripts of all previous academic work attempted. Failure to file complete, accurate, and authentic application documents may result in denial of admission, cancellation of academic credit, suspension, or expulsion (Section 41301, Article 1.1, of Title 5, California Code of Regulations).

Prospective students apply for admission to California State University, Long Beach for part-time or full-time undergraduate programs of study as a Freshman or a Transfer student. California State University, Long Beach does not admit lower-division transfer students or students seeking a second bachelor’s degree.

Impacted Programs

The CSU designates programs as impacted when more applications from regularly eligible applicants are received in the initial filing period (October and November for fall terms, June for winter terms, August for spring terms, February for summer terms) than can be accommodated. Some programs are impacted at every campus which they are offered; others are impacted only at a few campuses. Candidates for admission must meet all of the campus’ specified supplementary admission criteria if applying to an impacted program or campus.

The CSU will announce during the fall filing period those campuses or programs that are impacted. Detailed information on campus and programs impaction will be available at the following websites:
An undergraduate major or campus is designated as impacted when the number of applications received from fully qualified applicants during the initial filing period exceeds the number of available spaces. Such majors or campuses are authorized to use supplementary admission criteria to screen applications.

There are subtle, yet important, differences between major and campus impaction. Major impaction means that the number of applications from fully eligible students to a designated major on a CSU campus during the initial filing period far exceeds the number of spaces available in that major. However, students can still be admitted to the campus in an alternate major, or they may eventually be admitted to the oversubscribed major if they meet the supplementary admission criteria. Fullerton, Long Beach, San Diego, San Jose, and San Luis Obispo campuses are impacted in all majors.

Campus impaction (otherwise known as campuswide impaction) means that a campus has exhausted existing enrollment capacity in terms of the instructional resources and physical capacity of the campus. Because the campus receives more eligible applicants during the initial admission application filing period than can be accommodated, the campus must therefore restrict enrollment to the campus for a specific enrollment category (i.e. first-time freshmen or transfers).

Students interested in an impacted major or campus must apply for admission during the initial filing period of October 1, 2014 through November 30, 2014 for admission in fall 2015. Applications for admission to impacted majors and campuses are not accepted after the initial filing period. Additionally, by utilizing CSUMentor, applicants can easily complete multiple applications for multiple campuses and submit them for consideration. CSUMentor allows for re-routing an application to an alternate campus, when a timely application from a CSU minimally qualified applicant cannot be accommodated; the filing of additional applications may be unnecessary. However, the system will not re-route applications to other impacted campuses or majors or to campuses that have already closed to applicants.

Consideration for admission to any impacted major or campus is contingent on first meeting the regular admission requirements for the CSU. Supplementary admission criteria are used to screen all applicants for admission to impacted majors including those students currently enrolled at the campus in other majors and seeking access to the impacted major. Transfer students have the same priority as continuing students in being admitted to an impacted major. They must also meet the same supplemental admission criteria as continuing students.

In most cases, CSU-eligible first-time freshmen and upper division transfer applicants who apply for admission to impacted majors during the initial filing period (October or November for the fall term, June for the winter quarter, or August for spring term) may be admitted to the campus in a "pre-major" status. In this status, the student must complete the lower division (freshman and sophomore level) courses established as prerequisites for admission to the impacted major. They must also complete all other supplemental admission criteria required for admission to the impacted major (Note: Admission of lower division transfer applicants is restricted at CSU campuses, and will be allowed only for a few majors or only if a specific campus needs additional students to meet enrollment targets).
**Major Specific Admission Criteria**

Each campus with impacted programs or admission categories uses major specific admission criteria in screening applicants. Major specific criteria may include rank-ordering of freshman applicants based on the CSU eligibility index or rank-ordering of transfer applicants based on verification of AA-T or AS-T degree, the overall transfer grade point average (GPA), completion of specified prerequisite courses, and a combination of campus-developed criteria. Applicants for freshman admission to impacted campuses or programs are required to submit scores on either the SAT or the ACT. For fall admission, applicants should take tests as early as possible, but no later than November or December of the preceding year.

The major specific admission criteria used by the individual campuses to screen applicants are made available by the campuses to applicants who seek admission to an impacted program. Details regarding the major specific admissions criteria are also provided at [www.calstate.edu/impactioninfo.shtml](http://www.calstate.edu/impactioninfo.shtml).

The degree program, Bachelor of Science in Athletic Training (code KPE BS06), at California State University, Long Beach is a “highly impacted” program. In addition to meeting admission requirements to CSULB, students must satisfy major specific admission requirements to the “highly impacted” option.

**Major Specific Admission Criteria**

Each campus with impacted programs uses major specific admission criteria in screening applicants. Major specific criteria may include ranking on the freshman eligibility index, the overall transfer grade-point average, completion of specified prerequisite courses, and a combination of campus developed criteria. Such degree programs are authorized to use a pre-major code and supplementary admission criteria to screen applicants.

Students satisfying University admission criteria and are applying to the impacted degree program, Bachelor of Science in Athletic Training (code KPE BS06), at California State University, Long Beach are admitted in the pre-major code. Students are formally admitted to the Bachelor of Science in Athletic Training (code KPE BS06) following review and approval of the “Impacted Option Application” by the Athletic Training Education Committee.
Students seeking admission to the Bachelors of Science Athletic Training must meet Major Specific Admission Requirements for Admission.

- Freshmen applicants to the Bachelor of Science in Athletic Training will be placed in the pre-major code for Athletic Training.
- Transfer applicants must apply to the University during the initial filing period of October and November for the fall semester. They must indicate their choice of major on the application.
- Continuing students and transfer applicants seeking admission to the upper-division major in Athletic Training must submit a Program Application Form (accessible online during January 1 – February 1) to the Athletic Training Program.
- Applicants to the upper division major must be able to demonstrate that they will meet the following requirements for admission prior to the semester for which the application is submitted:

  1. The number of applicants who can be admitted is limited by space availability. Eligible applicants will be selected for admission based on cumulative grade point average.

  2. Candidates must review and sign the CSULB Athletic Training Program Technical Standards for Admission form. In addition, candidates are required to obtain a physical exam and return the Verification of Physical Examination and Technical Standards form.
The Bachelor of Science in Athletic Training is a “highly impacted” major and requires a supplemental program application in addition to the CSULB admission application. Admission to CSULB does not guarantee admission into the Athletic Training major.

Refer to the following website for additional impaction criteria: http://www.csulb.edu/depts/enrollment/admissions/impacted_major.html.
California State University, Long Beach
Athletic Training Program
Major Specific Criteria for CSULB Students

To be considered for admission to the major, applicants must demonstrate the following.

Applicants must submit a separate program application to the CSULB Athletic Training Education Program by February 1 to be considered for the following fall semester. See the CSULB Athletic Training Program web site for the separate program application. The separate program application must be accompanied by three references; one reference must be from the athletic training setting noted below. Following are the requirements for the program application:

- Minimum Cumulative GPA: 2.7
- Minimum lower division preparation (grade of C or better required):
  - The following suite of major preparation courses must be completed with a minimum GPA of 2.5:
    - BIOL 207 – Human Physiology
    - BIOL 208 – Human Anatomy
    - PSY 100 – Introductory Psychology
    - Required General Education courses not covered by major preparation courses:
      - Written Communication
      - Oral Communication
      - Critical Thinking
      - Mathematics
  - Minimum of 150 pre-professional athletic training hours.
    - At least 100 hours must be attained by observation in a traditional athletic training setting under the supervision of a BOC certified athletic trainer.
    - A maximum of 50 hours may be observed in an allied clinical setting, such as sports medicine clinics. Summer sports clinics, sports performance facilities, hospital facilities, or dance performance centers
- Additional lower division preparation required of CSULB students (grade of C or better required):
  - ATEP 207 – Prevention and Care of Athletic Injuries
  - MATH 109 – Modeling with Algebra; MATH 113 – Precalculus Algebra; MATH 117 – Precalculus Mathematics; MATH 119A – Survey of Calculus I; or MATH 122 – Calculus I
  - NUTR 132 – Introductory Nutrition
  - PHYS 100A – General Physics
Admission to all majors at CSULB is competitive as CSULB continues to have more qualified applicants than available new student spaces. All transfer students must declare a major when submitting their application. Review Transfer Application and Admissions for eligibility and application details. To review the detailed major specific requirements select the major below. If a major is highly impacted it will be noted next to the name of the major and additional supplemental criteria and requirements are indicated in the major specific details. These criteria will be used for Spring 2015, Fall 2015, and Spring 2016 admission consideration. Admission criteria are subject to change for future admission cycles. See ASSIST to determine the courses offered at California institutions which will satisfy the specific course requirements.

Applicants must submit a separate program application to the CSULB Athletic Training Education Program by February 1 for the fall semester. See the CSULB Athletic Training Program web site for the separate program application. The separate program application must be accompanied by three references; one reference must be from the athletic training setting noted below. Following are the requirement for the program application:

- Minimum Cumulative GPA: 2.7
- Minimum lower division preparation (grade of C or better required):
  - The following suite of major preparation courses must be completed with a minimum GPA of 2.5:
    - BIOL 207 – Human Physiology
    - BIOL 208 – Human Anatomy
    - PSY 100 – Introductory Psychology
    - Required General Education courses not covered by major preparation courses:
      - Written Communication
      - Oral Communication
      - Critical Thinking
      - Mathematics
  - Minimum of 150 pre–professional athletic training hours.
    - At least 100 hours must be attained by observation in a traditional athletic training setting under the supervision of a BOC certified athletic trainer.
    - A maximum of 50 hours may be observed in an allied clinical setting, such as sports medicine clinics. Summer sports clinics, sports performance facilities, hospital facilities, or dance performance centers
- Additional recommended preparation for transfer students (grade of C or better required):
  - ATEP 207 – Prevention and Care of Athletic Injuries
  - MATH 109 – Modeling with Algebra; MATH 113 – Precalculus Algebra; MATH 117 – Precalculus Mathematics; MATH 119A – Survey of Calculus I; or MATH 122 – Calculus I
  - NUTR 132 – Introductory Nutrition
  - PHYS 100A – General Physics
Pre-Professional Hours

Students applying to the Athletic Training Program must complete 150 pre-professional hours. Two plans are available to the student for completion of these hours.

**Plan 1:** Students may elect to complete all 150 hours in a traditional athletic training setting under the supervision of a BOC certified athletic trainer.

- University
- Community College
- Professional Teams
- High School

OR

**Plan 2:** Students may complete at least 100 of these hours by participation in a traditional athletic setting (see above listing) under the supervision of a BOC certified athletic trainer. And complete a maximum of the 50 remaining hours in an allied clinical setting under the supervision of an allied healthcare professional:

- Sports medicine clinics
- Summer sports camps
- Sport performance facilities
- Hospital facilities
- Dance performance centers

**Students are required to keep track of their own hours utilizing a log sheet or excel spread sheet so the ATC/other allied healthcare professional can verify once the 150-hours are complete.**
## California State University, Long Beach
### Athletic Training Program
#### Affiliated Site Information for Pre-Professional Hours

<table>
<thead>
<tr>
<th>Preceptor (<strong>bolded name is contact person</strong>)</th>
<th>Location, Contact Information and distance from CSULB campus</th>
<th>Preceptor (<strong>bolded name is contact person</strong>)</th>
<th>Location, Contact Information and distance from CSULB campus</th>
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</thead>
<tbody>
<tr>
<td><strong>Jarrod Spanjer</strong>&lt;br&gt;Brittany Beckwith&lt;br&gt;Jessica Jewell&lt;br&gt;Patrick Talley</td>
<td>Division of Sports, Athletics, and Rec.&lt;br&gt;CSULB&lt;br&gt;1250 Bellflower Blvd.&lt;br&gt;Long Beach, CA 90840&lt;br&gt;Phone: 562-985-5222&lt;br&gt;Email: <a href="mailto:Jarrod.Spanjer@csulb.edu">Jarrod.Spanjer@csulb.edu</a></td>
<td><strong>John Siegel</strong>&lt;br&gt;(3 days/week only)</td>
<td>Department of Dance&lt;br&gt;CSULB&lt;br&gt;1250 Bellflower Blvd.&lt;br&gt;Long Beach, CA 90840-0201&lt;br&gt;562-985-7076&lt;br&gt;Email: <a href="mailto:jsiegel1@csulb.edu">jsiegel1@csulb.edu</a></td>
</tr>
<tr>
<td><strong>Mary Aja</strong>&lt;br&gt;Meghan-Rose Bertell&lt;br&gt;Randy Beckman</td>
<td>Long Beach City College&lt;br&gt;4901 East Carson Street&lt;br&gt;Long Beach, CA 90808&lt;br&gt;Phone: 562-938-4385&lt;br&gt;Email: <a href="mailto:maja@lbcc.edu">maja@lbcc.edu</a>&lt;br&gt;4 miles</td>
<td><strong>Jennifer Spanjer</strong></td>
<td>Long Beach Polytechnic HS&lt;br&gt;1600 Atlantic Ave.&lt;br&gt;Long Beach, CA 90813&lt;br&gt;Email: <a href="mailto:jennspanjer@gmail.com">jennspanjer@gmail.com</a>&lt;br&gt;5 miles</td>
</tr>
<tr>
<td><strong>Pat Frohn</strong>&lt;br&gt;Connie George</td>
<td>Golden West College&lt;br&gt;15744 Golden West Street&lt;br&gt;Huntington Beach, CA 92647&lt;br&gt;Phone: 714-895-8165&lt;br&gt;Email: p <a href="mailto:frohn@gwc.cccd.edu">frohn@gwc.cccd.edu</a>&lt;br&gt;9 miles</td>
<td><strong>Brian Cable</strong>&lt;br&gt;Maria Castro&lt;br&gt;Yukiyo Matsumoto</td>
<td>Cerritos College&lt;br&gt;11110 Alondra Blvd.&lt;br&gt;Norwalk, CA 90650&lt;br&gt;Phone: 562-860-2451 x 2884&lt;br&gt;Email: <a href="mailto:bcable@cerritos.edu">bcable@cerritos.edu</a>&lt;br&gt;11 miles</td>
</tr>
<tr>
<td><strong>Scott Tucker</strong></td>
<td>Cypress College&lt;br&gt;9200 Valley View Street, Cypress, CA 90630&lt;br&gt;Phone: 714-847-7381&lt;br&gt;Email: <a href="mailto:stucker@cypresscollege.edu">stucker@cypresscollege.edu</a>&lt;br&gt;9 miles</td>
<td><strong>Nora Schug</strong>&lt;br&gt;Gary Kinney</td>
<td>Santa Ana College&lt;br&gt;1530 W. 17th St.&lt;br&gt;Santa Ana, CA 92706&lt;br&gt;Phone: 714-564-6940&lt;br&gt;Email: <a href="mailto:Schug_Nora@sac.edu">Schug_Nora@sac.edu</a>&lt;br&gt;15 miles</td>
</tr>
<tr>
<td><strong>Holli Vandeman</strong></td>
<td>Edison High School&lt;br&gt;1400 Magnolia St,&lt;br&gt;Huntington Beach, CA 92646&lt;br&gt;Phone: 714-962-1356&lt;br&gt;(school)&lt;br&gt;Email: <a href="mailto:hollivandeman@yahoo.com">hollivandeman@yahoo.com</a>&lt;br&gt;15 miles</td>
<td><strong>Evonne Durand</strong></td>
<td>Orange Coast College&lt;br&gt;2701 Fairview Road&lt;br&gt;Costa Mesa, CA 92626&lt;br&gt;Phone: 714-432-5116&lt;br&gt;Email: <a href="mailto:edurand@occ.cccd.edu">edurand@occ.cccd.edu</a>&lt;br&gt;16 miles</td>
</tr>
<tr>
<td>Preceptor (<strong>bolded name is contact person</strong>)</td>
<td>Location, Contact Information and distance from CSULB campus</td>
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<tr>
<td>Joi Richardson Junior Domingo</td>
<td>El Camino College  16007 Crenshaw Blvd. Torrance, CA 90506  Phone: 310-660-3595 ext. 3664  Email: <a href="mailto:jrichardson@elcamino.edu">jrichardson@elcamino.edu</a>  16 miles</td>
<td>Christol McDonald</td>
<td>Los Angeles Harbor College 1111 Figueroa Place Wilmington, Ca. 90744  Phone: 310-233-4121  Email: <a href="mailto:mcdonac@lahc.edu">mcdonac@lahc.edu</a>  18 miles</td>
</tr>
<tr>
<td>Wilda Bingham</td>
<td>LA Southwest College 1600 W Imperial Hwy  West Athens, CA 90047  Phone: 323-241-5379  Email: <a href="mailto:binghawa@lasc.edu">binghawa@lasc.edu</a>  19 miles</td>
<td>Russ Muir</td>
<td>Rio Hondo College 3600 Workman Mill Rd. Whittier, CA 90601  Phone: 562-463-7407  Email: <a href="mailto:Russell.Muir@riohondo.edu">Russell.Muir@riohondo.edu</a>  21 miles</td>
</tr>
<tr>
<td>Brad McReynolds</td>
<td>Saddleback College 28000 Marguerite Pkwy, Mission Viejo, CA 92692  Phone: 949-582-4638  Email: <a href="mailto:bmcreynolds@saddleback.edu">bmcreynolds@saddleback.edu</a>  35 miles</td>
<td>Andy Paulin Bill Ito</td>
<td>Mt. San Antonio College 1100 North Grand Avenue Walnut, CA 91789  Phone: 909-594-5611, ext. 4878  Email: <a href="mailto:apaulin@ibm.mtsac.edu">apaulin@ibm.mtsac.edu</a>  35 miles</td>
</tr>
</tbody>
</table>
California State University, Long Beach
Athletic Training Program
Technical Standards for Admission

The Athletic Training Program at California State University, Long Beach 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 CSULB Athletic Training Program achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program’s accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]). The following abilities and expectations must be met by all students admitted to the CSULB Athletic Training Educational 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 BOC certification exam.

Candidates for selection 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 the assessment and treatment of patients.
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.
5. The capacity to maintain composure and continue to function well during periods of high stress.
6. The perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced.
7. 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 educational program will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards.

The CSULB Disabled Student Services Office will evaluate a student who states he/she could meet the program’s technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws.
If a student states he/she can meet the technical standards with accommodation, then the University will determine whether it agrees that the student can meet the technical standards with reasonable accommodation; this includes a review of whether the accommodations requested are reasonable, taking into account whether accommodation would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all coursework, clinical experiences and internships deemed essential to graduation.

The student must review the list of Technical Standards for Admission. They may sign stating that they do meet the standards or that they will require accommodation. If they do not believe that they meet the standards, they then contact the CSULB Disabled Student Services Office. Additional follow up will be made by the Program Director or Coordinator Clinical Education.
Professional Phase of Study
California State University, Long Beach
Athletic Training Program
Professional Phase of Study Introduction

Background Information: Athletic Training Programs (AT Programs) must instruct and evaluate Athletic Training Students (ATS) on various competencies/proficiencies based on the following 8 major areas designated by the Athletic Training Education Competencies (2011):

1. Evidence-Based Practice
2. Prevention and Health Promotion
3. Clinical Examination and Diagnosis
4. Acute Care of Injury and Illness
5. Therapeutic Interventions
6. Psychosocial Strategies and Referral
7. Healthcare Administration
8. Professional Development and Responsibility

The Competencies delineated under each of the 8 content areas categories listed define the educational content required of an entry-level athletic training program and are used to develop curricular and educational experiences for students enrolled in CAATE-accredited, entry-level athletic training educational programs. The Competencies are subcategorized as “Knowledge and Skills” for each content area, as well as “Clinical Integration Proficiencies” which is a representation of synthesis and integration of knowledge, skills, and clinical decision-making into actual client/patient care. In the CSULB ATEP, ATS are first exposed to the competencies and proficiencies in the classroom and laboratory settings, where knowledge and skills are taught and evaluated (e.g. ATEP 207, 304, 306, 308A, 308B, 309, 310, 407, etc). Behaviors are identified, discussed, and practiced from the time students begin their ATEP 490A-D clinical education series. Once students independently demonstrate a competent level of knowledge and/or skill, students begin to incorporate the training into their clinical experiences. Practice with concepts by gaining clinical experience with “real life” applications readies the student for occasions where they demonstrate their decision-making and skill integration ability, which is the demonstration of Clinical Integration Proficiencies.
California State University, Long Beach offers a major in Athletic Training through the Department of Kinesiology, which is housed within the College of Health and Human Services.

Academic Major Options

Students admitted to the Professional Phase of the ATEP are placed in the:

- Bachelor of Science in Athletic Training (code KPE_BS06)
All athletic training majors and pre-majors will receive academic advising from either the Program Director or Clinical Education Coordinator. Advising sessions will be conducted by individual appointment or open office hours. Students can also contact their advisor by telephone or email.
California State University, Long Beach
Athletic Training Program
Degree Plan

Core:

_Take all of the following courses:_

- **KIN 300 Biomechanics of Human Movement (3)**  
  Prerequisites: BIOL 208 or equivalent.

- **KIN 301 Exercise Physiology (3)**  
  Prerequisites: BIOL 207 or equivalent 4-unit Human Physiology course with 3-hour lecture and 3-hour laboratory with a grade of "C" or better or consent of instructor.

- **KIN 312 Motor Control and Learning (3)**  
  Prerequisites: For KIN majors: BIOL 207, 208; PSY 100. For PSY Neuroscience majors: BIOL 208, 342; PSY 100.

- **KIN 332 Sociocultural Dimensions of Sport/Human Movement (3)**  
  Prerequisites: GE Foundation requirements, one or more Exploration courses, and upper-division standing. Open to Kinesiology majors only.

Lower Division:

_Take one of the following courses:_

- **MATH 109 Modeling with Algebra (3)**  
  Prerequisite: Appropriate ELM score, ELM exemption, or MAPB 7 or 11.

- **MATH 113 Precalculus Algebra (3)**  
  Prerequisite: Appropriate ELM score, ELM exemption, or MAPB 11.

- **MATH 117 Precalculus Mathematics (4)**  
  Prerequisite: Appropriate MDPT placement or a grade of "C" or better in MAPB 11.

- **MATH 119A Survey of Calculus I (3)**  
  Prerequisite: Appropriate MDPT placement or a grade of "C" or better in MATH 113.

- **MATH 122 Calculus I (4)**  
  Prerequisite: Appropriate MDPT placement or a grade of "C" or better in MATH 111 and 113, or a grade of "C" or better in MATH 117.

_Take all of the following courses:_

- **ATEP 207 Prevention and Care of Athletic Injuries (3)**  
  Prerequisites: KIN 210 or equivalent.

- **KIN 263 Techniques in Physical Fitness (2)**  
  Prerequisites: None.

- **BIOL 207 Human Physiology (4)**  
  Prerequisites: GE Foundation requirements.

- **BIOL 208 Human Anatomy (4)**  
  Prerequisites: GE Foundation requirements.

- **NUTR 132 Introductory Nutrition (3)**  
  Prerequisites/Corequisites: One Foundation course.

- **PHYS 100A General Physics (4)**  
  Prerequisites: MATH 109 or 113 or 117 or 119A or 120 or 122.

- **PSY 100 General Psychology (3)**  
  Prerequisites/Corequisites: GE A1 requirement.
Take one of the following courses:

- **BIOL 260 Biostatistics (3)**
  Prerequisites: BIOL 211 or BIOL 207 or MICR 200; MATH 111 or 113 or 119A or 122 all with a grade of "C" or better.

- **KIN 483 Statistics in Human Movement Science (3)**
  Prerequisites: KIN 300, 301, 312.

- **PSY 210 Introductory Statistics (4)**
  Prerequisites: PSY 100, GE A1 requirement, and eligible to take a General Education Mathematics course.

- **STAT 108 Statistics for Everyday Life (3)**
  Prerequisites: None.

Upper Division:

Take all of the following courses:

- **ATEP 304 Clinical Aspects of Athletic Training (3)**
  Prerequisites: Admission to the Athletic Training program and consent of instructor.

- **ATEP 306 Medical Aspects of Athletic Training (3)**
  Prerequisites: ATEP 490B.

- **ATEP 308A Athletic Training Evaluation I (3)**
  Prerequisites: ATEP 304.

- **ATEP 308B Athletic Training Evaluation II (3)**
  Prerequisites: ATEP 308A.

- **ATEP 309 Developmental and Therapeutic Exercise (3)**
  Prerequisites: KIN 300, 301 or consent of instructor.

- **ATEP 310 Therapeutic Approaches in Athletic Training (3)**
  Prerequisites: ATEP 304.

- **ATEP 407 Management Strategies in Athletic Training (3)**
  Prerequisites: ATEP 490B.

- **ATEP 490A Clinical Education in Athletic Training (2)**
  Prerequisites: Consent of instructor and successful competition of ATEP 304; satisfactory completion of CSULB Athletic Training Program Health and Safety requirement; and satisfactory completion of CSULB Athletic Training Program technical Standards Form.

- **ATEP 490B Clinical Education in Athletic Training (2)**
  Prerequisites: Consent of instructor and successful completion of ATEP 490A.

- **ATEP 490C Clinical Education in Athletic Training (2)**
  Prerequisites: Consent of instructor and successful completion of ATEP 490B.

- **ATEP 490D Clinical Education in Athletic Training (2)**
  Prerequisites: Consent of instructor and successful completion of ATEP 490C.

- **ATEP 491 Seminar in Athletic Training (1)**
  Co-requisite: ATEP 490D.

- **H SC 427 Drugs and Health (3)**
  Prerequisites: Upper division standing.

- **KIN 315 Motor Development (3)**
  Prerequisites: BIOL 207, 208; PSY 100 or equivalent.

- **KIN 339 Psychology of Sport Behavior and Athletic Performance (3)**
  Prerequisites: GE Foundation requirements, PSY 100 and upper division standing.

- **KIN 462/562 Advanced Strength and Conditioning(3)**
  Prerequisites: KIN 300 and 301.
# California State University, Long Beach
## Athletic Training Education Program
### Bachelor of Science in Athletic Training (KPE_BS06)

## Four Year Plan - 120 Units Required

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<th>Units</th>
<th>Semester 2</th>
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<td>Critical Thinking (GE Foundation)</td>
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<td>Humanities (GE: Arts and Humanities, Global Issues)</td>
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<td>PHYS 100A (Major; GE: Physical Science w Lab)</td>
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<td>KIN 312 (Major)</td>
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<td>KIN 332 (Major; GE: Capstone, Writing Intensive)</td>
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<td>ATEP 490D (Major)</td>
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<td>ATEP 491 (Major)</td>
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<td><strong>Total Units</strong></td>
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</table>

* Note: Select from MATH 109 or 112 or 113 or 117 or 119A or 120 or 122.
Clinical Education
Athletic training students who are pursuing BOC certification are required to perform a clinical component within the degree plan. In accordance with the Standards for the Academic Accreditation of Professional Athletic Training Programs (Standards) and the NATA Athletic Training Education Competencies, appropriate clinical settings are used to provide clinical education experiences that address the continuum of care that would prepare a student to function in a variety of settings with patients engaged in a range of activities with conditions described in athletic training knowledge, skills and clinical abilities, role delineation study and standards of practice delineated for a certified athletic trainer in the profession.

Examples of clinical experiences must include, but should not be limited to: Individual and team sports; sports requiring protective equipment (e.g., helmet and shoulder pads); patients of different sexes; Non-sport patient populations (e.g., outpatient clinic, emergency room, primary care office, industrial, performing arts, military); a variety of conditions other than orthopedics (e.g., primary care, internal medicine, dermatology).

General Clinical Responsibilities

Each of these responsibilities will vary with each athletic training student according to his/her experience level. Students will be held responsible for knowing his/her duties and for performing them to the best of their ability. In general, students will be expected to:

- Learn the correct and effective application of all taping, bandaging, padding, etc. All athletic training students should learn the correct taping procedures and apply it within a certain degree of proficiency. The required time proficiency for an ankle tape job is two minutes. Do not hesitate to inquire if you are unsure of correct methods or techniques.
- Learn the application of therapeutic modalities and the precautions involved. There will be few restrictions on your use of certain equipment. Do not use a piece of equipment until given permission to do so by a certified instructor.
- Familiarize with proper emergency action plan, including first aid procedures and emergency care.
- Familiarize with general athletic training room policies, physical examination requirements, medical referrals, emergency procedures, etc.
- Assist and cooperate fully at all times with the head, assistant, and graduate assistant athletic trainers as well as the team physician and other allied healthcare professionals.
- Familiarize with daily cleaning duties as well as opening and closing duties. The athletic training center is a medical facility and should be cleaned throughout the work day and at closing.
Clinical Setting

Clinical experiences for athletic training students are closely linked to the Athletic Training Educational Competencies Proficiencies (NATA, 2011. Athletic Training Educational Competencies [5th ed.], Dallas, TX; NATA). These clinical education courses are sequenced so that students progress from one level to the next by demonstrating mastery and proficiency in each skill. The clinical course titles are:

- ATEP 490A Clinical Education in Athletic Training
- ATEP 490B Clinical Education in Athletic Training
- ATEP 490C Clinical Education in Athletic Training
- ATEP 490D Clinical Education in Athletic Training

Clinical Assignments

1. The clinical assignments of individual students in the athletic training education program are determined by the Clinical Education Coordinator after consultation with the Program Director of the Athletic Training Program and Preceptors.

Factors considered in the utilization of affiliated sites include:

- Educational interest and orientation of the site clinical instructor.
- Type of educational clinical experience to be provided.
- Compliance with CAATE accreditation standards for educational clinical skill competencies and experiences.
- Size, composition, and credentials of the athletic training staff.
- Type of clinical facility.
- Contemporary facilities.
- Location to CSULB.
- Type and availability of athletics program including equipment intensive sports.
- Site and clinical instructor rapport.

The following student factors considered in the assignment to the affiliated sites:

- Relationship of educational and professional objectives with type of clinical facility
- A student may request in writing to the Clinical Education Coordinator a 1st, 2nd, and 3rd choice of clinical site
- Academic performance
- Previous clinical performance evaluations
- Skill level
- Experience level
- Home proximity to clinical site
- Potential rapport with the clinical site
2. Students completing the athletic training clinical education are classified according to the number of practicum semesters completed since entry into the clinical program and mastery of identified proficiencies (e.g., ATEP 490A, ATEP 490B, ATEP 490C, and ATEP 490D).

3. Each student, over a minimum of a two (2) year period, will complete 1000-1200 hours of clinical athletic training experience (i.e., minimum 250 hours, maximum 400 hours per semester; 12-15 hours per week, not exceeding 20 hours per week).

4. The following description is representative expectations and progression of a clinical athletic training experience.

**Evaluation**

The Clinical Education Coordinator of Athletic Training Program shall monitor academic and clinical progress each semester.

1. An athletic training student’s clinical performance will be assessed at midterm and at the conclusion of each academic semester by the preceptor of the clinical site through a performance evaluation according to their clinical level.

2. The student must be completing satisfactory progress (ratings of unacceptable, below-average, average, above average, and outstanding level of quality) on the performance evaluation to be advanced to the next clinical level. The student must earn a “C” or better grade in order to advance to the next level.

3. The student must earn a “C” or better grade in order to advance to the next level. If the student fails the requirement, the student will be placed on “clinical probation” up to one year to remedy the deficiencies. [Interpretation: The student will have to complete a grade “Repeat/Delete” of this performance level the next time the class is offered.] At the end of the “clinical probation” the student’s performance will be evaluated for program retention or dismissal.

**Pre-professional Hours**

Clinical hours obtained in the pre-professional area of our program. These hours are typically done concurrently with enrollment in ATEP 207 Prevention and Care of Athletic Injuries.

**ATEP 490 Evaluation Components**

**A. Competency Packet**

Students will complete each level (Level 1, Level 2, and Level 3) by the due date. Failure to submit the competency packet with the appropriate initials by the due date will result in 5 point deduction for each skill category.

**B. Board Review**

On a designated date/time, each student will perform two skill-based competencies from the competency packet. The Board Review Competency Practical Exam will be evaluated by a professional panel consisting of AT Program faculty and preceptors. The three-person panel will
evaluate the skills using a scoring rubric for the specific skill. Each panel member will score separately, and the total score will be averaged for each student.

C. Competency Written Exam
ATS will take the competency exam on the designated date/time. The score obtained on the first attempt of the exam will be utilized to calculate the students' final grade. However, ATSs must also pass the Competency Written Exam with a score of 75% or higher in order to pass the ATEP 490D class regardless of the final calculated points.

If an athletic training student does not pass the Competency Written Exam on the first attempt, the athletic training student has not demonstrated successful mastery of required competencies, and clinical integration proficiencies associated with the course.

The athletic training student will be given ONE additional opportunity to re-take the exam in order to demonstrate a passing grade. However, prior to re-taking the exam, the following must occur:

- Student will receive one “offense” according to the Clinical Education Dismissal Policy
- Student will write a 10-page research paper to demonstrate the knowledge competency. The criteria for the paper is as follows:
  - Choose 4-5 questions that you did not answer correctly
  - Write the “answer” of the question with additional details. – focus on what, why, when, where, how
  - Find a research article (peer-reviewed) regarding the question theme
  - Write the summary of the article and how it relates to the question

If the student fails to pass the Competency Written Exam and/or Board Review Competency Practical Exam the second time, the student will be required to retake the course prior to progressing in the athletic training major.

D. Clinical Education Hours
Students are required to complete a minimum of 250 hours for the semester. Since 250 hours is considered the minimum, students completing 250 hours will receive 70% of the full credit. Those who complete 300 hours will receive 80%, 350 hours will receive 90%, and 400 and above will receive 100% of the designated points.
For ATEP 490D, students are required to complete the general medical rotation, which includes surgery observation, urgent care facility observation, and injury clinic observation. The hours spent during the rotation will be calculated towards the overall clinical education hours.

E. End-of-Semester Evaluation
Students will be evaluated by their preceptor using the end-of-semester evaluation form. Students will also be evaluated mid-semester using the same form. ATSs should meet with the preceptor to review the form. Mid-semester evaluation will not have any point value, and should be used as an opportunity for performance feedback.

F. Reflection Journal
Students will complete six (6) reflection journals (5 points each) via discussion board, and two (2) journals via drop-box. For the discussion board reflection journal, students will answer the question posed on each topic by the due date. For the drop-box journal, topics will be related to the general
medical rotation. The due date for the drop-box journal is 7 days after the rotation (For a student who went to surgery observation on September 10\textsuperscript{th}, the due date for the journal will be September 17\textsuperscript{th}).

**G. Participation (10 pts)**
Students are expected to attend all ATEP 490 meetings held on Wednesday nights. For every meeting the ATS does not attend or is late, one point will be deducted.

**H. Documents (10 pts)**
Students are expected to submit all necessary documents pertaining to the AT program. These documents include; preceptor evaluation, clinical setting evaluation, general medical evaluation, and graduate survey. ATS will receive full credit (10 pts) if submitted by the due date. For every day afterwards, two points will be deducted each day.
Athletic Training Students begin clinical experiences early in the program. Due to the curricular arrangement of the CSULB AT Program, students who are accepted into the Athletic Training option actually begin clinical experience the semester after acceptance into the program by enrolling in ATEP 490A Clinical Education in Athletic Training. As part of this class, the ATS is assigned to a preceptor at a particular site. During this time they will work under the direct supervision of the preceptor, gain valuable experience, and complete their proficiencies by the end of the semester.

It should also be noted that pre-professional students (those students enrolled in ATEP 207 Prevention and Care of Athletic Injuries who desire to apply to impacted athletic training option) must complete 150 logged hours of as part of the application process. These hours are completed with a BOC athletic trainer and provide the first experience for the candidate athletic training student.
Learning Over Time Considerations

The learning over time standard by the CAATE is achieved by the introduction of competencies and proficiencies in the traditional formal classroom setting. Typically, during that same semester, the competencies and proficiencies are formally evaluated by the instructor. The knowledge-based competencies are evaluated by written exams, quizzes, presentations, research papers, portfolios, and projects and the skill-based competencies are evaluated in a laboratory setting by way of practical exams and demonstrations. The clinical integration proficiencies are evaluated by various methods including the above mentioned.

Thus, the student has been introduced to the competencies and the related proficiencies, and been evaluated in usually a written exam and lab exam. Later, in the clinical education courses (ATEP 490A through ATEP 490D) the ATS is reevaluated in an attempt to show that the candidate has learned, progressed, and mastered a particular proficiency over time. This is documented in the Clinical Proficiency Packet.

Alignment of academic courses and clinical education courses and Learning Over Time (LOT)

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California State University, Long Beach
Athletic Training Education Program
Clinical Hours Log Sheet

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ATS Signature

Preceptor Signature
California State University, Long Beach  
Athletic Training Program  
Academic Retention Policy

The CSULB ATEP follows those policies and procedures regarding retention to impacted programs which are set forth and published in the CSULB catalog. Please see the 2014-15 CSULB catalog, section heading entitled “Disqualification From Impacted Programs.”  
http://www.csulb.edu/divisions/aa/catalog/current/academic_regulations/disqualification_impacted_programs.html

The policy states: “will be immediately removed from an impacted major and placed in the undeclared category or in a general category appropriate to the discipline. To be reinstated as majors in the impacted program, they must reapply at the time when change-of-major requests are normally accepted.”

In addition, specific policy regarding Academic Probation states: “Undergraduate students are placed on academic probation if at any time their cumulative grade-point average in all college work attempted or their cumulative GPA at CSULB falls below 2.0 (C).”  
http://www.csulb.edu/divisions/aa/catalog/current/academic_regulations/probation_disqualification.html

In addition, “Undergraduate students will be removed from academic probation when their cumulative grade-point average in all college work attempted and their cumulative grade-point average at CSULB is 2.0 (C) or higher… Students who remain on academic probation for more than two consecutive semesters are subject to academic disqualification. Undergraduate students on academic probation are subject to academic disqualification when:

1. As freshmen (fewer than 30 semester-hours of college work completed), their grade-point average falls below 1.5 on all units attempted or on all units attempted at California State University, Long Beach;
2. As sophomores (fewer than 59 semester-hours of college work completed), their grade-point average falls below 1.7 on all units attempted or on all units attempted at California State University, Long Beach;
3. As juniors (60 to 89 semester-hours of college work completed), their grade-point average falls below 1.85 on all units attempted or on all units attempted at California State University, Long Beach;
4. As seniors (90 or more semester-hours of college work completed), their grade-point average falls below 1.95 on all units attempted or on all units attempted at California State University, Long Beach;

In addition to the above disqualification standards applicable to students on probation, individuals not on probation may be disqualified when both of the following circumstances exist:

1. At the end of any semester, if the student has a cumulative grade-point average below 1.0;
and
2. The cumulative grade-point average is so low that in view of the student’s overall educational record it seems unlikely that the deficiency will be removed within a reasonable period.
California State University, Long Beach
Athletic Training Program
Athletic Training Student Employment Policy

Faculty Statement

The CSULB faculty recognizes that it is frequently necessary for students to hold part-time positions while attending the University. It advises that good judgment be demonstrated by students enrolling under these conditions. Students whose outside employment could be expected to interfere with the normal unit load should reduce their academic program accordingly. It is suggested that students plan their schedules based on spending three hours time per week for each unit taken. This may be considered sufficient time to enable a student to do satisfactory work. Students with a desire to achieve “A” or “B” grades may wish to spend proportionately more time in their studies. A student’s employment and college time combined should not exceed 60 hours weekly. Students who make no allowances for their employment and outside obligations in planning their college programs will bear full responsibility for the resulting level of scholarship.

Athletic Training Program Statement

The Athletic Training Program is in agreement with the above Faculty Statement regarding outside employment and acknowledges that it may be necessary for athletic training students to hold part-time employment. However, it is important to remember that your educational goals/priorities are your education/athletic training. If you chose to have outside employment it should not interfere with your studies and availability to complete the clinical practicum. Students who make no allowances for their employment and outside obligations in planning their college programs will bear full responsibility for the resulting level of scholarship and performance.
California State University, Long Beach
Athletic Training Program
Attendance Policy

Classroom

Each CSULB athletic training student is expected to perform to the best of his/her ability in the classroom. The theoretical concepts and clinical skills learned in class provide the foundation for growth and development as an athletic trainer. All athletic training students are expected to attend class regularly, turn in assignments and take exams on schedule. If you know you will miss class due to your athletic training clinical assignment, notify your instructor in advance. Everything you learn will improve the care you are able to give your athletes and patients.

Clinical Education

The hours you spend in the CSULB training room and/or affiliated sites are just as important as those spent in the classroom. While completing clinical education/field experiences in the CSULB ATEP facilities, students are expected to follow the policies and procedures established by that particular clinical facility (i.e., dress, assignment schedule, etc.).

Athletic training students are expected to arrive on time wearing the designated clinical uniform and behave in a professional manner as described by the NATA Code of Ethics. Remember, your clinical experience gives you the opportunity to apply what you have learned in the classroom toward the actual care of patients and athletes while also developing clinical decision-making skill. Take advantage of every opportunity for learning. Be proactive in your quest for knowledge. Don’t be afraid to ask questions.
I. Policy: Background Checks will be conducted on all students who have accepted admission to the Athletic Training Program prior to the start of clinical education experiences.

Students who are pursuing a degree in Athletic Training need to be aware of certain elements that potentially can impact clinical education placement, certification, licensure, and future employment. Federal and various state laws are in place that precludes persons with criminal backgrounds from being in contact with children and patients. Where these laws apply, you will be required to undergo a criminal background check which may include live scan fingerprinting and a search of federal and state criminal data bases. Drug testing may also be required. A crime or serious crime conviction may affect a graduate’s ability to sit for the BOC certification examination and/or attain state licensure.

II. Purpose: The Commission on Accreditation of Athletic Training Education Programs (CAATE) requires all accredited Athletic Training Programs (AT Program) complete background checks on applicants. The purpose of conducting the background check prior to beginning the clinical education in athletic training are as follows:

a. To help satisfy the AT Program obligation to assure the health, welfare and safety of student athletes, patients, and others at the clinical facilities where the AT Program athletic training students participate in clinical education experiences.

b. To identify, athletic training students whose background checks may interfere with their ability to participate in clinical education experiences.

c. To identify, athletic training students whose background checks may interfere with their ability to obtain professional certification and/or professional licensure.

d. Accredited healthcare facilities [e.g. Joint Commission on Accreditation of Healthcare Organizations (JCAHO)] and some non-healthcare organizations require verification of competency of all individuals who have direct contact with patients or employees. Competency extends beyond technical skill to an individual’s criminal history.

III. Conviction of a Crime

a. Applicants with Prior Criminal Conviction: A BOC applicant who has a prior conviction of any crime (with the exception of misdemeanor traffic offenses or traffic ordinance violations that do not involve the use of alcohol or drugs), or who has been subject to any professional discipline, shall select “Yes” to question one (1) and/or two (2) of the Affidavit section of the BOC Exam Application.

I. Predetermination of the Applicant Eligibility: Individuals with a conviction and/or professional discipline may request a predetermination of eligibility at any time by submitting documentation, as outlined in 6.5.1, prior to submitting an application. Upon review, the BOC will provide the individual written notification of exam eligibility. In the event that additional information is discovered regarding the conviction and/or professional discipline the notification is null and void. The notification does not guarantee exam eligibility.

II. Applicants with a Felony or Misdemeanor: The affidavit portion of the BOC exam application requires candidates to report any felony or misdemeanor
conviction. During the application process, candidates must submit an explanation of the events that led to the conviction(s), copy of court documents(s), including, but not limited to, an arrest report, sentence recommendation, compliance of all court requirements and proof of payment of all related fines.

III. Candidates may request a predetermination of eligibility at any time by submitting their documentation prior to their application. The Professional Practice and Discipline Committee reviews all convictions. Candidates are notified in writing of the committee’s decision. Please review the Professional Practice and Disciplinary Guidelines and Procedures for details.

IV. Candidates may request a predetermination of eligibility at any time by submitting their documentation prior to their application. The Professional Practice and Discipline Committee review all convictions. Candidates are notified in writing of the committee’s decision. Please review the Professional Practice and Disciplinary Guidelines and Procedures for details.

a. Serious Crime Defined: The term serious crime as used in these rules shall include: 1) any felony; 2) a misdemeanor related to public health, patient care, athletics or education. This includes, but is not limited to: rape; sexual or physical abuse of a child or patient; actual or threatened use of a weapon of violence; the prohibited sale or distribution of controlled substance, or its possession with the intent to distribute; or the use of the position of an athletic trainer to improperly influence the outcome or score of an athletic contest or event or in connection with any gambling activity; and/or an attempt, conspiracy, aiding and abetting, or solicitation of another to commit such an offense. (BOC Professional Practice and Discipline Guidelines and Procedures, Update January 1, 2012)

V. Initiation of Background Check

a. Background checks for all undergraduate students will be done no sooner than 60 days prior to the first semester of clinical education.

b. This process shall be conducted through an outside agency as determined by the department.

VI. Fees

a. Cost of the background check shall be the responsibility of the student.

VII. Verification

a. Once the student has completed the background check through the chosen agency of the department, he/she shall submit a certificate of verification to the appropriate program director or designee. This verification shall include appropriate access information as determined by the procedure of the background check agency.

b. Background checks will be honored for the duration of the student’s enrollment in clinical education and the program, if the participating student has not broken
attendance at the college/school. The term “attendance’ means, literally, attendance in a course for at least one semester unit credit in at least one semester in a calendar year. Culminating in a record of enrollment on the student’s official transcript.

VIII. Access and Privacy

a. Access to the certificate, password, and actual background check shall be limited to following individuals as appropriate:
   I. Department Chair
   II. Athletic Training Program Director
   III. Athletic Training Coordinator of Clinical Education
   IV. Department designee (i.e. administrative assistant)

b. The on-line background check information shall be treated as strictly confidential.

c. Under certain circumstances, the Department Chair or Program Director may disclose information to appropriate faculty if it pertains to the clinical education of the student, patient safety, or hospital policy.

IX. Positive Background Check

a. A positive criminal record may not automatically disqualify a student from admission.

b. The Athletic Training Program Director and the Coordinator of Clinical Education will identify criteria that would prohibit an individual from clinical education placement based upon Professional Practice and Disciplinary Guidelines and Procedures criteria for certification examination eligibility.

c. If a record of criminal activity is revealed through the background check, the student shall be counseled by the program director regarding their continuation in the program and implications for licensure.

d. It shall be the responsibility of the student to take remedial action to clear their criminal record according to guidelines for licensure.

e. Each case will be considered individually, and no information will automatically result in the revocation of the student’s admission to the program. A decision regarding final admission will be made only after a careful review of factors including, but not limited to, the nature and seriousness of the offense, the circumstances under which the offense occurred, the relationship between the offense and the student’s participation in the athletic training curriculum, including its clinical components, the age of the person when the offense was committed, whether the offense was isolated or part of a pattern of behavior; the length of time since the offense was committed; past employment and volunteer experience; past history of misconduct at prior institutions; evidence of successful rehabilitation; and forthrightness of the information about the incident in the opportunities for self-reporting.

f. After fully considering each referred applicant, the Athletic Training Program Director, the Athletic Training Coordinator of Clinical Education and one additional faculty member from the athletic training faculty shall vote either to finalize or withdraw the offer of admission extended to the applicant.

X. Applicants with a Felony or Misdemeanor

   The affidavit portion of the BOC exam application requires candidates to report any felony or misdemeanor conviction. During the application process, candidates must submit a written explanation, in their own words, of the events that led to the conviction(s), copy of court documents(s), including, but not limited to, an arrest report, sentence recommendation,
compliance of all court requirements and proof of payment of all related fines. If the case(s) were alcohol or drug related, the candidate may also be required to provide a current professional alcohol/substance abuse evaluation that is no older than three months. If an evaluation was not required by the court, the candidate must obtain an evaluation from a licensed alcohol/chemical dependency counselor at their expense. Documentation may be emailed, faxed or mailed. Please allow at least 5-7 business days for the documentation to be reviewed. Candidates may request a predetermination of eligibility at any time by submitting their documentation to the BOC via email, fax or mail prior to submitting their application. The Professional Practice and Discipline Committee reviews all convictions. Candidates are notified in writing of the committee’s decision. Please review the *Professional Practice and Disciplinary Guidelines and Procedures* for details. Candidates who are granted eligibility to sit for the BOC exam should review their state’s practice act prior to sitting for the BOC exam. Their conviction(s) could affect their ability to obtain licensure in that state.

XI. Clinical Agency
   a. Clinical faculty shall have the responsibility of communicating to the clinical agencies when the student has received department clearance by completing their background check.

Background Check – Search Descriptions

**Residency History**

Applicants will sometimes omit previous addresses to conceal criminal records. A Residency History Search compiles information from various sources, including voting and property records, to arrive at a list of names and addresses associated with a specific Social Security Number. The locations of any unreported addresses can be searched for criminal records, providing a more thorough investigation.

**Nationwide Sexual Offender Index**

By law, any individual who has been convicted of sexual offense must register with his/her state of residence as a sex offender. A Nationwide Sexual Offender Index Search reveals if an individual has been convicted of a sexual offense anywhere within the United States. This search, on the national and state level is included the Nationwide Database Criminal History Search.

**Social Security Verifications**

A Social Security Verification reveals if a Social Security Number is valid and associated with an applicant’s name. This information is based on searches of public and private databases.

In addition, “AKA” (Also Known As) will be verified by the Social Security Number up to two names up to three counties.

**Nationwide Healthcare Fraud & Abuse Scan**
A Nationwide Healthcare Fraud & Abuse Scan searches databases maintained by the Office of Inspector General (OIG), The General Services Administration (GSA), and other federal agencies for sanction information. This search meets the government’s minimum requirements for sanction screening as set forth in the OIG’s Compliance Program Guidance. This search also reveals disciplinary actions taken by federal agencies as well as those taken by licensing and certification agencies in all 50 states.

Searches in the Nationwide Healthcare Fraud & Abuse Scan include: Medicare & Medicaid Sanctioned, Excluded Individuals; Office Research Integrity (ORI); Office of Regulatory Affairs (ORA); FDA Debarment Check; State Exclusion List; Office of Inspector General (OIG)-List of Excluded Individuals/Entities; Office of Foreign Asset Control (OFAC); List of Specially Designated Nations (SDN); General Services Administration (GSA)-Excluded Parties List.

**Nationwide Database Search**

A Nationwide Database Search scans a collection of criminal records purchased from courts, corrections departments, and state agencies. This search is essential supplemental searches as it captures criminal records for applicants in states or counties in which they may have never lived, but have criminal records. The Nationwide Criminal Database Search is comprised of more than 150 million records, including 43 state databases and the District of Columbia. Each state provides information from at least one of the following: county courts, state corrections, or the state sexual offender list. The database also includes a Foreign Nationals search, providing information on individuals and entities that have been sanctioned by the U.S. Government. The Nationwide Criminal Database Search also includes the Nationwide Sexual Offender Search from all 50 states.

A County Criminal Records Search reports felony, misdemeanor, and pending charges in specific counties. The standard background check scope is 7 years due to FCRA regulations; however, convictions older than seven years provided by the county will be indicated on the background screening report.

A Statewide Criminal Records Search includes information from all of the counties within a particular state. Investigating criminal records outside the county of residence is very important as these records may go undetected when a Statewide Criminal Records search is omitted.
The CSULB ATEP complies with Occupational Safety and Health Administration (OSHA) blood-borne pathogen requirements. The AT Program is in close communication with the Associate Director of Environmental Health and Safety, Office of Risk Management. In addition, education related to pathogen and infection control is provided annually.

**Educational Programming regarding OSHA blood-borne pathogen prevention and management**

The CSULB AT Program provides an annual workshop dealing with OSHA blood-borne prevention and management requirements. This workshop is mandatory of all athletic training students. A log sheet is kept of all students who attend. If a student is unable to attend due to acceptable circumstances, they must watch a video recording of that year’s training session.

Specific procedures for individual clinical sites need to be readily available for the students to review. Students assigned to a new site must read and sign the blood-borne pathogen policy for each site prior to start of their clinical hours.

**Personal Protection**

All persons working with bodily fluids (e.g. blood, urine, etc) will wear non-sterile gloves. Gloves will also be worn when inspecting or palpating mouth, nasal, or ear injuries. The gloves will be carried and/or accessible at all practices and games and shall be readily available in all training rooms.

In addition, when performing mouth-to-mouth resuscitation/CPR, a mouth to mouth barrier protection shall be used. A pocket mask or micro-shield shall be accessible.

**Disposal**

**Soft Goods.** Blood contaminated soft goods (e.g. band aids, gauze, cotton-tipped applicators, towels, etc) will be placed in biohazard bags located in each training room. These bags are red and marked with a biohazard label. All used gloves will be placed in these containers.

**Sharps.** A sharps box is located in each training room for disposal of blades, needles, and glass products used for injections. Following use, all needles will be placed in a sharps container without recapping or removing from the syringe. Scalpel blades will be removed with tweezers and discarded in the sharps box. The tweezers and scalpel handle will then be disinfected. Following injections by physicians, glass ampules will be discarded in a sharps box. When sharps boxes or biohazard bags are full, it is the responsibility of the supervising athletic trainer to coordinate the removal and disposal.

**General Disinfection Guidelines**

**Tables and Work Areas.** Tables and work areas will be disinfected at the end of each treatment session and at the end of each day. For specific spills, a disinfectant will be placed on the area and allowed to sit
for 10 minutes. The fluid will then be absorbed using paper towels. The person performing the duty will wear gloves and the towel(s) will then be placed in the Biohazard container.

**Instruments.** Instruments will be disinfected by placing them in the designated disinfecting tray after treatments have been performed. After the instrument has been thoroughly soaked and rinsed, it will be placed back in the original treatment tray.
Required Clinical Educational Experience:

Athletic training students complete required clinical education hours under the direct supervision of a qualified preceptor in all clinical settings.

Direct Supervision (physically present) describes the supervision required of Athletic Training Students during practicum experiences. The preceptor must be physically present and have the ability to intervene on behalf of the patient and the Athletic Training Student. This requirement, however, is not synonymous with preventing students from making independent clinical decisions or requiring the clinical instructor to stand next to the student at all times.

The AT Program incorporates CAATE’s recommendation for utilizing the graded supervision method which initially involves close monitoring (Key words: hip pocket), but once a student demonstrates proficiency and has some experience with a particular skill, that student should be granted supervised autonomy (i.e. permitted to initiate actions, perform initial evaluations, and develop and implement rehabilitation plans with the clinical instructor in the same room/field where he/she can see and hear the student, but not necessarily looking over the student’s shoulder). This level of supervision positions students to learn maximally at all times while still allowing for timely feedback and prompt correction of improper behaviors/techniques. Direct Supervision still encourages independent actions, positioning students to develop “real world” critical thinking abilities, and does not infer that all student actions should be prompted or directed.

- The preceptor will be physically present and have the ability to intervene on behalf of the athletic training student to provide on-going and consistent clinical education.
- The preceptor will consistently interact with the athletic training student at the site of the clinical experience.
- There will be regular planned communication between the AT Program and the preceptor.
- The number of students assigned to a preceptor in the clinical experience component will be maintained at a ratio that will ensure effective education and will not exceed a ratio of eight students per clinical instructor in any clinical setting.

Non-required Educational Experiences:

It is recognized that opportunities for clinical experiences may arise for athletic training students that are not a part of their formal or required program of study. The California State University, Long Beach ATEP encourages students to take advantage of those opportunities whenever it is possible and appropriate for them to do so.

- Athletic training students who find opportunities working with sports medicine clinical, professional sports teams, club teams, intramurals, or any other off-campus organization work under the policies and procedures of that organization. Unless specifically arranged as an internship with course credit, the arrangement is strictly between the organization and the student.
The clinical education component of the Athletic Training Program consists of four consecutive semesters of clinical education coursework beyond the Pre-Athletic Training Program requirements. It is the overall plan of the AT Program that the cohort clinical education experiences of the athletic training student parallel their didactic coursework.

It is also important to the AT Program and the preceptor that the athletic training student be placed in “real world” situations that challenge the ATS while not putting the patient or the ATS at risk. The overall student learning outcomes of the clinical education component accomplishes these goals with student progression through a three-step model: progression from skill acquisition to skill application and, finally, to skill integration. The AT Program incorporates CAATE’s recommendation for utilizing the graded supervision method which initially involves close monitoring (Key words: hip pocket), but once a student demonstrates proficiency and has some experience with a particular skill, that student should be granted supervised autonomy (i.e. permitted to initiate actions, perform initial evaluations, and develop and implement rehabilitation plans with the clinical instructor in the same room/field where he/she can see and hear the student, but not necessarily looking over the student’s shoulder). This level of supervision positions students to learn maximally at all times while still allowing for timely feedback and prompt correction of improper behaviors/techniques. This method not only allows for "learning over time", but prepares the athletic training student to gain the technical knowledge, encourage independent actions, and “real world” critical thinking skills applications necessary to be a successful clinician.

Course credit is consistent with California State University, Long Beach curriculum policy and practice. The credit for all courses in the Athletic Training Program have been approved by the Department, College, and certified via the University Curriculum Festival.

Criteria for successful completion of each level of the Clinical Education in Athletic Training course work are included in the syllabus for each clinical practicum course.

The clinical education rotations and assignments provide opportunities for students to gain clinical experiences associated with a variety of different populations including genders, varying levels of risk, protective equipment (to minimally include helmets and shoulder pads), and medical experiences that address the continuum of care that will prepare the student to function in a variety of settings and meet the domains of practice delineated for a professional certified athletic trainer in the profession. Student clinical experiences are conducted in such a way as to allow the AT Program faculty/staff to regularly and frequently evaluate student progress and learning, as well as the effectiveness of that experience. It is the responsibility of the Clinical Education Coordinator to establish the evaluation procedures and instruments and see to their use to assess the effectiveness of the program components.

The students' clinical education requirements are carefully monitored by the Clinical Education Coordinator and his/her designee.
• The length of clinical education is consistent with other comparable academic programs requiring a clinical or supervised practicum component. Such policies will be consistent with federal or state student work-study guidelines as applicable to the campus setting.
• Students are allowed time off from clinical education during the academic year that is comparable to other student academic and/or student activities offered by the institution (e.g., other health care programs, athletics, clubs).
• Athletic Training Students are not to serve in the capacity of a Certified Athletic Trainer. ATS’s are not to act in the capacity of managers or secretarial support staff. They are not to be asked or expected to perform duties that compromise their educational experience.
• Students who qualify for work-study may not be employed to perform athletic training skill or services. Students are not paid for their participation in clinical experiences.
• Outside Employment: Students are allowed to hold part-time jobs provided they do not interfere with the clinical practicum aspect of the AT Program. Clinical education experiences take place primarily during the afternoons from approximately 1:00pm to 6:00pm. On occasion these experiences may occur in the morning before courses are offered, depending on the practice and game of the athletic teams that are included as part of the clinical and practicum experience. The AT Program understands that many students must obtain employment fulfill financial responsibilities, but students must meet the requirement of the clinical education courses.
• Expenses incurred during clinical education courses (travel, housing, food, etc.) are the responsibility of the athletic training students and are dependent on the location and type of clinical assignment.
• Clinical Rotation Hours: Complete a minimum of 250 hours (12-15 hours per week in sessions of a 3-4 hour time block, not exceeding 20 hours per week). Hours are assigned in the athletic training room and may change or vary according to responsibilities related to team practices and events.
• If it is determined that the ATS is logging an excess of hours with a clinical rotation, the Clinical Education Coordinator and the AT Program Director will contact the preceptor for that clinical rotation and develop a plan to meet this requirement.
• Clinical hours that are NOT spent under the direct supervision and instruction of a preceptor will not be valid.
• Clock hours that are spent traveling will NOT be valid for reporting.
A valuable component of Athletic Training Program and clinical education is the opportunity for athletic training students (ATS) to travel to off campus events with various athletic teams or to attend athletic training educational or professional enhancing activities.

- ATS during the clinical practicum will have the opportunity to accompany a CSULB AT Program Preceptor with various athletic teams to off campus competitions as space and budgetary constraints allow.
- ATS are scheduled for these clinical education “travel” opportunities based on proficiency development and scheduled clinical rotations.
- ATS will have the opportunity to travel to off-campus educational or professional enhancing activities (e.g. conferences, symposiums, professional teams, presentations, surgeries, etc.).
- Expenses (e.g. travel, housing, food, etc.) incurred during clinical practicum courses or educational or professional enhancing activities are the responsibility of the ATS.
- ATS are not required to travel with various athletic teams unless a CSULB AT Program Preceptor is present on the trip. In circumstances that a CSULB AT Program Preceptor is unable to travel, an ATS will be allowed to travel to events provided the “host institution” is another CSULB clinical education site with preceptors to supervise the ATS.
  - Under the direct supervision of the CSULB preceptor at the “host institution” the ATS will be allowed to perform the following tasks: preventative taping, preventative stretching, primary evaluation of acute injuries to determine need for referral or activation of Emergency Medical Services, immediate care of acute injuries, application of ice packs to individuals free of contraindications, wound care utilizing OSHA procedures, emergency splinting of injured extremity, and documentation of the above tasks performed.
  - ATS’s are not to perform the following tasks without direct preceptor consultation and supervision: evaluation of acute injuries to determine health status, application of therapeutic modalities, prescription of therapeutic exercise, and decision to return injured athlete to activity.
- When traveling to off-campus events, the ATS must follow all the rules and regulations that apply to the athletes from that institution.
- The AT Program faculty does not support unsupervised clinical education experiences for students and believes that using students in this capacity exposes those involved to liability risk, conflicts with the mission of the program, and is in non-compliance of CAATE Standards. ATSs are only assigned to supervised clinical experiences and therefore cannot be used as First Responders during their AT Program-related clinical education experiences.
Athletic training students’ clinical performance will be assessed at mid-semester and at the conclusion of each academic semester by the preceptor at the clinical site through a performance evaluation according to the athletic training students’ clinical level.

The student must be completing satisfactory progress (ratings of average, above average, or excellent) on the performance evaluation to be advanced to the next clinical level.

The student must earn a “C” or better grade in order to advance to the next level. If the student fails the requirement, the student will be placed on “clinical probation” up to one year to remedy the deficiencies. [Interpretation: The student will have to complete a grade “Repeat/Delete” of this performance level the next time the class is offered.] At the end of the “clinical probation” the student’s performance will be evaluated for program retention or dismissal.
California State University, Long Beach
Athletic Training Program
Clinical Practicum Dismissal Policy

Athletic training students are expected to abide by university, department, and program policies and procedures at all times. Failure to do so will lead to disciplinary action and possibly lead to student dismissal from the clinical practicum of the Athletic Training Education Program (ATEP A, B, C, & D).

**Section 1: Dismissal Procedure**

It is the preceptor’s responsibility to inform the Clinical Education Coordinator (CEC) of any instances in which the student violates the guidelines on appropriate behavior and/or is asked to leave a clinical rotation for inappropriate behavior.

Examples of infractions include, but are not limited to: (a) breach of patient confidentiality; (b) harassment or discrimination in any form; (c) dress code violation; (d) absenteeism and/or tardiness; (e) unsafe clinical practice, including omission, commission, negligence, and malpractice; (f) neglect of clinical responsibilities; (g) inappropriate interaction with patients, coaches, administrators, and medical staff and faculty members (includes staff athletic trainers, educational faculty members, physicians and other medical professionals); (h) or any other action that the ACI deems unsafe or inappropriate.

If a violation of guideline occurs, the preceptor is to contact the CEC as soon as possible after the occurrence. Also, the preceptor is to complete and submit a *Report of Violation of Clinical Guidelines and Rules* form to the CEC. The CEC will inform the Program Director regarding any pending disciplinary actions.

The following courses of action will be taken as part of the disciplinary action:

**First Offense:**
1. Written and verbal warning (Report of Violation will be included in student’s file)
2. Meeting with CEC and preceptor
3. Probation period for improvement (As determined by preceptor and CEC)
4. Contract for improvement

**Second Offense:**
1. Written and verbal warning (Report of Violation will be included in student’s file)
2. Meeting with Program Director, CEC, and preceptor
3. Probation for one semester
4. Contract for improvement

**Third Offense:**
1. Dismissal from the program
Section 2: Student Appeal Procedure

The student appeal procedure for the AT Program is intended to provide a formal, standardized means for students to seek redress concerning the actions of the preceptor and the CEC that are unauthorized or unjustified and that adversely affect the status, rights, or privileges of the students in the clinical education of the AT Program. Further, the purpose is to establish due process and safeguards that will be followed by the AT Program Director in the adjudication of the appeal.

An appeal filed under this policy must be initiated within 30 days of the third offense. An appeal may not be filed on the basis of a student’s judgment of a preceptor’s or CEC’s competence; such judgments are solely the province of the AT Program Director.

The appeal procedure is not designed to replace open communication and understanding, which are vital to the academic process. The student may withdraw the appeal at any stage, at which point the process will immediately terminate. During all stages of the appeal, the burden of proof will be on the student.

The person or entity against whom the complaint is made is referred to in this document as the respondent. The initiator of the appeal is referred to as the grievant.

If after ten instructional days beyond the initial informal meeting a satisfactory resolution is not reached, the AT Program Director will meet with the student grievant and the respondent. Within fifteen instructional days of the meeting, the CEC will complete an investigation of the allegations and will reach conclusion. The CEC shall promptly communicate the decision to the student and the respondent. If the grievant is not satisfied with the results of the informal process, he or she may initiate a formal appeal procedure by contacting the Program Director within fifteen instructional days of the decision.

Formal Appeal Procedure

To initiate the appeal, the student is required to submit a written “statement of appeal” — a clear, concise, signed, and dated statement of events from the student’s perspective. The statement should provide enough information to present a complete understanding of the situation of the remedy sought by the student.

A student initiates the formal procedures by submitting the statement of appeal to the AT Program Director. The Program Director will then submit a copy of the statement of appeal to the CEC and the ACI. The respondent is required to submit a written response to the Program Director with ten instructional days. The Program Director will then provide a copy of the respondent’s reply to the grievant.

The Program Director has a period of ten instructional days to review the case, during which he or she may opt to seek additional information from the parities involved or from witnesses. By the end of that ten-day period, the Program Director will either (1) render a decision or (2) convene a college hearing committee to investigate further. The Program Director is the final decision.
Violation of Clinical Policies and Procedures Report Form

Date of report: ____________________    Date of incident: ____________________

Student’s name: _______________________________________________________________

Name of person making report: __________________________________________________

Clinical Setting: _______________________________________________________________

Please provide a detailed explanation of the violation below. Please include dates, details regarding any actions taken by the clinical setting’s staff, and names of witnesses. Please attach additional pages as needed.

_____________________________________________________________________________
_____________________________________________________________________________
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_____________________________________________________________________________
_____________________________________________________________________________

__________________________________________

__________________________________________

Reporter’s signature/date                      Student’s signature/date
California State University, Long Beach
Athletic Training Program
Contract for Improvement Form

Beginning of contract date: _________________ End of contract date: _________________

Student’s name: __________________________________________________________________

Clinical Practicum Course: __________________________________________________________________

Clinical Setting: __________________________________________________________________

ACI’s name: __________________________________________________________________

Description of intended improvements to be made by the student. Be specific about all relevant tasks to be undertaken.

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

______________________________

Student’s signature/date Preceptor’s signature/date

______________________________

CEC’s signature/date Program Director’s signature/date
Policy Overview

Athletic Training Students (ATS) are expected to display the type of personal appearance and attire reflective of professionalism. The attire must reflect consideration of image, safety, infection control and appropriateness for the activities to be performed in the clinical practicum in athletic training or an allied health care discipline. Unless otherwise defined in this policy, the athletic training student dress and grooming policy will be generally considered basic business causal.

Scope/Eligibility

This policy applies to all athletic training students enrolled in ATEP 490 A, B, C, & D Clinical Education in Athletic Training.

Dress Guidelines

- Athletic Training Students work in different clinical practicum settings throughout the country and dress codes may vary among these locations depending on the nature of the clinical practicum and local standards. Such variations requires the preceptors and athletic training students to exercise sensitivity and good judgment in choosing appropriate attire to demonstrate respect for local customs and maintain cooperative working relations with those environments. Athletic training students with clinical education assignments in high schools, colleges, universities, sports medicine clinics, summer sports camps, sports performance centers, medical facilities, rehabilitation facilities, dance performance centers, or professional sports are expected to comply with the local dress code.

- Athletic Training Students are expected to consider their day's activities and dress accordingly. If they have a visiting team competition or practice, they may wish to dress more traditionally. A visitor/guest's impression of the University, Athletic Training Program, Department, city, or services may be impacted by what they see when they visit. For the purposes of this policy, basic business casual includes the following guidelines:
  - Basic business casual does not mean sloppy or baggy. Clothing should fit appropriately, be clean, pressed or wrinkle free and without holes or frayed areas.
  - Basic business casual provides more varied and comfortable options but dress shall be suitable for clinical practicum activities, safe, and not extreme in style. Attire should allow for freedom of movement while in keeping with principles of modesty and propriety.

- Footwear in athlete/patient care areas, and/or required by California Safety and Health Administration (OSHA) standards, will have a closed toe and either a closed heel or a strap support. Shoes should be kept clean, in good repair, and appropriate for professional attire. Socks, as appropriate, should be worn at all times.

- The following clothing is considered not suitable to wear:
  a. Tight leggings, (i.e. spandex)
b. Clothing which is too revealing, suggestive, or tight fitting is not acceptable (i.e. halter, tank tops, see-through garments, or clothing with revealing/provocative necklines, bare backs, bare midriff, or spaghetti straps).

c. Clothing with symbols, phrases, or slogans representing/advertising gangs, sexism, tobacco, alcohol products, or controlled substances.

d. Clothing that exposes the stomach or other areas of the body inappropriately.

e. Hats/caps (acceptable in outdoor work place settings only), head covers (religious reasons exempted), or head rags are not acceptable in the work place.

- Athletic Training Students failing to meet the dress policy requirements may be placed in a progressive disciplinary process or clinical probation and required to obtain suitable clothing before being allowed to continue the clinical practicum.

Grooming Guidelines

- Personal cleanliness/hygiene will reflect professional standards (clean and neat) to include at least:
  - Free of unpleasant body odors or breath.
  - Hair is to be clean, neatly arranged and does not interfere with clinical practicum functions. Hair should not be extreme in color or styling.
  - Face is shaved or mustache/beards/sideburns, etc., if worn, are to be neatly trimmed, clean, and appropriate for business appearance.
  - To promote a “Fragrant Free Environment” no strongly scented personal products shall be worn (i.e., cologne, aftershave, hair spray, perfume, deodorants) for the clinical practicum and should reflect a concern for professionalism, safety, infection control precautions, and the athlete/patient’s clinical conditions.
  - Cosmetics in moderation are acceptable.
  - Selection of jewelry for the clinical practicum should reflect a concern for professionalism, safety and infection control precautions. Women should limit earrings to one/two per ear and men should remove all earrings.
  - Tattoos or non-ear piercing should be kept out of sight during the clinical practicum work hours.
  - Men and women fingernails should be short and clean. In conservative industries, women’s nails usually extend no longer than about ¼” beyond the fingertip. Please note in hospital settings that OSHA policies, for the purpose of infection control, do not allow acrylic nails.

- Athletic Training Students failing to meet the grooming policy requirements may be placed in a progressive disciplinary process or clinical probation and required to obtain suitable grooming before being allowed to continue the clinical practicum.

Questions

Questions concerning the dress and grooming requirements should be directed to the AT Program Director or Clinical Education Coordinator or the preceptor.
All students who apply to CSULB must meet the following university immunization requirement:

*Students born after January 1, 1957, must show proof of the MMR immunization to the Student Health Center by the end of their first semester on campus. If, by that time, the proof is not provided, registration "holds" are placed for students who haven’t adhered to the policy. Students are to contact the Student Health Center at (562) 985-5411 or (562) 985-5412 (CSULB catalog).*

*A copy of the student’s immunization record needs to be kept on file.*
As a CSULB athletic training student you will be expected to conduct yourself professionally at all times. This includes your appearance, conduct, and actions. Please conduct yourself professionally and politely during your experience by addressing athletes, parents, athletic trainers, physicians, and administrators as professionals.

Remember that all the information you obtain through your clinical experience interaction is confidential and should not be repeated.
Athletic Training Students are to follow the following steps in order to file a grievance. This policy is also located in the CSULB catalog and the online catalog.

**Student Grievance Policy**

The following academic policy was recommended by the CSULB Academic Senate and is pending president’s approval. This policy statement supersedes PS 95-06 and PS 95-21.

The CSULB grievance policy and procedure are designed to provide the campus community with a protocol to accommodate circumstances for which no other policy or procedure exists. This policy does not cover grade appeals, prohibited discrimination, or any other issues that are covered by existing policies. Students are advised to consult appropriate additional campus resources (e.g., the Undergraduate and Graduate Catalog, the Schedule of Classes, “The Regs”. The Office of the Dean of Students has staff to help students understand the details of the grievance procedure and may be called upon for assistance.

**Student Grievance Procedure**

The student grievance procedure at CSULB is intended to provide a formal, standardized means for students to seek redress concerning the actions of faculty members, administrators, or staff members of the university-actions that are unauthorized or unjustified and that adversely affect the status, rights, or privileges of the students. Further, the purpose is to establish due process and safeguards that will be followed by the university in the adjudication of grievances.

A grievance filed under this policy must be initiated within one year of the alleged violation. A grievance may not be filed on the basis of a student’s judgment of an instructor’s or administrator’s competence; such judgments are solely the province of the academic department involved or of the administrator’s supervisor.

The grievance procedure is not designed to replace open communication and understanding, which are vital to the academic process. The student may withdraw the grievance at any stage, at which point the process will immediately terminate. During all stages of the grievance, the burden of proof will be on the student.

The person or entity against whom the complaint is made is referred to in this document as the respondent. The initiator of the grievance is referred to as the grievant. For nonacademic matters, the term dean is also construed to refer to the responsible individual of comparable level-typically an associate vice president or vice president.

In the event that the respondent is at the level of dean or higher, the complaint should be directed to the responsible person at the next higher administrative level. If the chair or program director was directly involved in the original decision or denied the student an opportunity for due-process review at
the local level, the student should seek informal resolution through the dean of the college (or
designee).

If after ten instructional days beyond the initial informal meeting a satisfactory resolution is not
reached, the department chair or program director will meet with the student grievant and the
respondent. Within fifteen instructional days of that meeting, the chair or program director will
complete an investigation of the allegations and will reach conclusion. The chair or program director
shall promptly communicate the decision to the student and the respondent. If the grievant is not
satisfied with the results of the informal process, he or she may initiate a formal grievance procedure by
contacting the appropriate college dean (or designee) or the responsible person at the next
nonacademic level within fifteen instructional days of the decision.

**Formal Grievance Procedure**

To initiate the formal grievance procedure, the student is required to submit a written “statement of
grievance” – a clear, concise, signed, and dated statement of events from the student’s perspective. The
statement should provide enough information to present a complete understanding of the situation and
of the remedy sought by the student.

A student initiates the formal procedures by submitting the statement of grievance to the appropriate
department chair or program director. The chair or director will then submit a copy of the statement of
grievance to the appropriate college dean or next appropriate higher administrative level and to the
respondent. The respondent is required to submit a written response to the chair or program director
with ten instructional days. The chair or program director will then provide a copy of the respondent’s
reply to the grievant and to the college dean or next appropriate higher administrative level.

The dean or appropriate administrator has a period of ten instructional days to review the case, during
which he or she may opt to seek additional information from the parties involved or from witnesses. By
the end of that ten-day period, the dean or administrator will either (1) render a decision or (2) convene
a college hearing committee to investigate further. The student shall have the right to request that a
college hearing committee be convened.

**College Hearing Committee**

If required, a college hearing committee will consist of an administrator representing the dean, two
faculty members elected from the Faculty Council of the appropriate College, a student representative
elected from the Student Council of the appropriate College, a designee of the vice president for
student services, and faculty adviser elected by the Academic Advising Council appropriate to the
grievance. All meetings of the college hearing committee will be closed to the public, and no transcripts
will be prepared. If the college hearing committee seeks evidence by means of personal testimony, the
meeting at which such evidence is presented shall be conducted in the manner of any other academic
committee meeting and is not considered a formal hearing. Both the grievant and respondent shall be
given opportunities to present their views. There shall be no cross-examination.

The charge of a college hearing committee is to investigate and then to recommend to the dean a
proposed resolution. The college hearing committee will review the grievance and, if necessary,
forward supplemental queries to the respondent and to the department chair and program director
involved – along with direction to submit written responses with twenty instructional days. Once the
college hearing committee has received the written responses, it will review all available evidence, conduct deliberations, and then choose one of the three courses of action:

- Remand the grievance to the dean with a recommendation of immediate corrective action in favor of the grievant-based on sufficient evidence of a violation of (1) university regulation or policy or (2) principle of due process or (3) both.

- Defer a decision to allow for further investigation and gathering of evidence. In the case of such a continuation, both the grievant and the respondent will be notified in writing of the additional evidence required and whether that evidence should be provided in writing or in personal testimony.

- Dismiss the grievance based on a (1) lack of sufficient evidence of a violation of the university regulation or policy and (2) confirmation of adherence to principles of due process.

The college hearing committee will forward the recommendation to the dean. The dean will then make a decision and forward that decision to the respondent and grievant. If neither the respondent nor the grievant requests further review, then the grievance process ends.

If either party wishes to appeal the decision of the Dean, the appeal, in writing, may be made to the Provost (academic) or appropriate Vice President (non-academic). The appeal must be made within 10 instructional days of the dean’s decision. The Provost or Vice President will notify both parties of the appeal and convene a university hearing committee to investigate further.

**University Hearing Committee**

If required, a university hearing committee will consist of an administrator representing the Provost, three faculty members selected from the Panel on Professional Responsibility according to the procedures of that policy, and a student elected from the Associated Students, Inc. All meetings of the university hearing committee will be closed to the public, and no transcripts will be prepared. If the university hearing committee seeks evidence by means of personal testimony, the meeting at which such evidence is presented shall be conducted in the manner of any other academic committee meeting and is not considered a formal hearing. Both the grievant and respondent shall be given opportunities to present their views. There shall be no cross-examination.

The charge of a university hearing committee is to investigate and then to recommend to the Provost a proposed resolution. The university hearing committee will review the grievance and, if necessary, forward supplemental queries to the respondent and to the Provost – along with direction to submit written responses within twenty instructional days. Once the university hearing committee has received the written responses, it will review all available evidence, conduct deliberations, and then choose one of the three courses of action:

- Remand the grievance to the Provost with a recommendation of immediate corrective action in favor of the grievant-based on sufficient evidence of a violation of (1) university regulation or policy or (2) principle of due process or (3) both.

- Defer a decision to allow for further investigation and gathering of evidence. In the case of such a continuation, both the grievant and the respondent will be notified in writing of the additional evidence required and whether that evidence should be provided in writing or in personal testimony.

- Dismiss the grievance based on a (1) lack of sufficient evidence of a violation of the university regulation or policy and (2) confirmation of adherence to principles of due process.
evidence required and whether that evidence should be provided in writing or in personal testimony.

- Dismiss the grievance based on a (1) lack of sufficient evidence of a violation of the university regulation or policy and (2) confirmation of adherence to principles of due process.

The university hearing committee will forward the recommendation to the Provost. The Provost will then make a decision and forward that decision to the respondent and grievant. The University Hearing Committee shall function as the final level of this grievance process.
In an effort to promote health and wellness, and to prevent the transmission of disease, the following CSULB ATEP Policy on Health Maintenance is in place.

- If an athletic training student becomes ill, feels that he/she may have a medical condition, which could affect the safety of the student or patient, he/she must report to the Student Health Services on campus or to another medical practitioner for evaluation. Upon evaluation, the medical practitioner will determine the appropriate intervention necessary and the amount of time the student shall remain out of contact with others to prevent transmission.

- The student should notify their Approved Clinical Instructor (ACI) and either the Program Director or Clinical Coordinator if they are unable to participate in clinical activities.

- Athletic Training Students should practice regular hand washing and other preventative hygiene measures to eliminate the spread of disease. If you have open wounds or cuts, cover them before treating a patient.

- Athletic Training Students should cover his or her mouth when sneezing or coughing.

- Athletic Training Students with a contagious disease (or the possibility exists for transmission) should avoid direct contact with patients. If you are sick, go to the student health center on campus for treatment. Communicate with your clinical instructor if you are going to miss a practice, game, or other scheduled appointment. Obtain a note from the physician to provide to your clinical instructor. (See next section for communicable disease policy)
The Center for Disease Control (CDC) outlines specific policies for minimizing exposure of communicable diseases within health care facilities and between health care providers and patients (CDC Personnel Health Guideline, 1998). Based upon these guidelines, in an effort to promote health and wellness and to prevent the transmission of disease, the following CSULB AT Program Communicable Disease Policy is in place.

- If the athletic training student acquired a communicable disease, the student must notify their preceptor as soon as possible. The preceptor will then notify the Program Director or Clinical Education Coordinator of the athletic training student’s condition including the amount of time the student will be absent from the clinical experience. The Program Director or Clinical Education Coordinator will notify the Medical Director to determine the appropriate actions needed in order to protect the patients and practitioners.

- Any student who acquires any of the listed communicable disease will be excused from the clinical experience at the California State University, Long Beach or other affiliated sites until a medical practitioner has deemed the student non-contagious.

- Communicable Diseases sited by the CDC include:
  - Blood Bourne Pathogens
  - Conjunctivitis
  - Cytomegalovirus
  - Diphtheria
  - Gastrointestinal infections, acute
  - Hepatitis A
  - Herpes simplex
  - Measles
  - Meningococcal disease
  - Mumps
  - Parvovirus
  - Pertussis
  - Poliomyelitis
  - Rabies
  - Rubella
  - Scabies and pediculosis
  - Staphylococcus aureus infection and carriage
  - Streptococcus infection
  - Tuberculosis

- Prevention of the acquisition and spread of infectious disease require a program wide emphasis on good health practices. These include adherence to the practice of good hygiene (regular hand washing using antibacterial soap or an appropriate hand sanitizer), adherence to Universal Precautions (protective devices, covering open cuts or wounds before treating a patient), and maintenance of appropriate immunizations.
Program Statements
Athletic Training Program affiliated sites within the California State University System has developed & maintain an emergency action plan which are utilized by each individual site. Students need to familiarize themselves with the EAP at each site on the first day of assignment.
California State University, Long Beach  
Athletic Training Education Program  
Hepatitis B Statement

| Blood Borne Pathogen Training & Hepatitis B Vaccine Policy |

The health and safety of patients, students, and faculty associated with the educational activities of the AT students shall be adequately safeguarded. Therefore, no ATS enrolled in the CSULB AT Program or pre-professional program shall perform direct patient care prior to receiving Blood Borne Pathogen Training. In addition, no ATS enrolled in the program shall perform direct patient care prior to receiving the HBV series (unless declined by the ATS).

CSULB Athletic Training Students (ATS) are encouraged to obtain the Hepatitis B Vaccination. However, since ATS’ are not paid employees of the university, the vaccination is done at the student’s expense (CSULB Office of Safety and Risk Management Policy). The CSULB Student Health Center or your personal physician can provide the vaccination. The vaccine is given in a 3-treatment regimen. The second injection follows the first by one month. The third injection follows the first by 6 months.

ATS’ who decline the Hepatitis B Vaccination shall read and sign the Hepatitis B Declination Statement (cited below).

I understand that due to my occupational exposure to blood or other potentially infectious material (OPIM), I may be at risk of acquiring a hepatitis B virus (HBV) infection. I understand that an opportunity to be vaccinated with hepatitis B vaccine exists (as described above), at a charge to myself. However, I decline the hepatitis B vaccination at this time. I further understand that by declining this vaccine, I continue to be at risk of acquiring hepatitis B, a serious disease. If in the future I continue to have an occupational exposure to blood or other potentially infectious materials (OPIM), and I want to be vaccinated with hepatitis B vaccine, I can receive the vaccine series (3 injections in a series) at a charge to me.
Appendix A: CSULB Sports Medicine Club
CSULB students with an interest in athletic training/sports medicine are invited to join the club and attend the meetings. We have guest speakers to present on intriguing sports medicine topics. Please note that you do not have to be an athletic training major to join the club or attend the meetings, we welcome all students. You will find a great group of people with which to socialize and network at the meetings. It is a perfect opportunity to establish contacts with current club members as well as the staff and faculty in the athletic training option. Please watch for signs posted around the PE buildings regarding when we will meet.

**Statement of Purpose:**
1.) To educate athletic training majors at CSULB regarding the profession of athletic training through the use of seminars.
2.) To promote the profession of Sports Medicine among the students at CSULB
3.) To provide an organization that will serve as a liaison between athletic training majors at CSULB and athletic training majors at surrounding colleges and universities
4.) To provide a forum where new athletic training majors will understand the requirements for certification in the profession of athletic training by the National Athletic Trainers Association (NATA)

**Target Audience:**
Any student is welcome to join our organization; we do not discourage interest in the field of athletic training and sports medicine
Those that the Sports Medicine Club would greatly benefit include: those who are interested in and/or plan to major in athletic training, those who are seeking a profession in the clinical or field work of sports medicine, and those who are looking to further expand their knowledge on topics related to the athletic training setting.

**Meetings:**
Sports Medicine Club meetings are scheduled for the first Monday of each month. The first meeting of each semester may be slightly off date as we try to hold one within the first couple weeks of school rather than waiting until the first Monday of the next month
Meetings begin at 6 pm on the days they are held
Please watch for posted signs regarding when meeting are scheduled
Meeting topics will vary among several athletic training subjects and will be announced on the posted signs prior to the meeting date.

**Membership:**
The organization is free to accept new members without regard to sex, race, religion, national origin, disability, sexual orientation, age, or veteran status. The only requirement for membership is current enrollment at CSULB and dues must be paid
Each member is given equal rights and privileges
Faculty and staff are eligible to be ex-officio, non-voting members
Membership dues are as follows:
One Semester: $40.00
Full Academic Year: $70.00
**Possible Officer Positions:**
- President
- Vice President
- Secretary
- Treasurer
- Public Relations Chair
- Fundraising Chair